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ABSTRACT

This revised edition, based on literacy programs in Michigan, was written to reflect changing trends in reading and literacy in a book that can be used to train volunteer tutors, as well as by tutors and students together in weekly sessions. The book is organized in eight sections. The first section differentiates literacy and reading and introduces the reading process. The second section describes adult new readers and uses real examples to illustrate their characteristics, factors affecting their learning, learning styles, and special problems. In the third section, reading for meaning is explained, and reading strategies are provided. The fourth section presents a number of keys to unlocking text. Writing, from penmanship to spelling and writing strategies, is the topic of the following section. Sections 6 and 7 focus on the tutoring experience and include a step-by-step plan for developing and implementing a tutoring program for a student. Twenty-one appendixes (Section 8) contain literacy resources for tutors, such as phonics word lists, sight words, grammar, a readability scale, penmanship samples, word lists, and a list of selected publishers of materials for adults who read at a low level. Also appended is a placement guide, which contains an informal interview, reading selections, writing and spelling exercises, and letter identification to enable tutors to place students at the appropriate level. (KC)

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# LITSTART

## Literacy Strategies for Adult Reading Tutors

### Second Edition Revised

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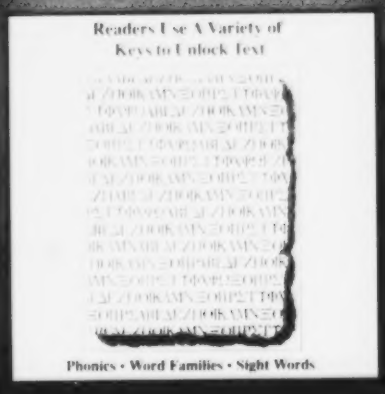
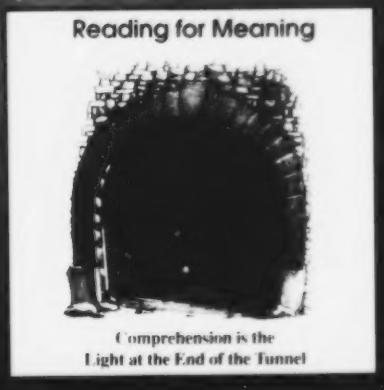


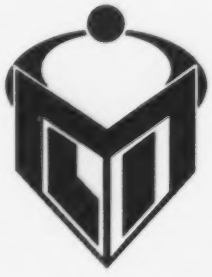



# LITSTART

## Literacy Strategies for Adult Reading Tutors

Second Edition, Revised

Ed Robson
Marsha DeVergilio
Donna DeButts



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1990

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Title Page

Table of Contents

Preface

I. **Literacy & Reading** ..... 7
- LITERACY: A Historical Perspective ..... 11
- The Scope of the Problem ..... 12
- Introduction to the Reading Process ..... 14

II. **The Reader** ..... 17
- Introduction to the Adult New Reader ..... 21
- Meet Don, Eddie, and Maria ..... 22
- Characteristics of Adult New Readers ..... 24
- Factors Affecting Learning ..... 25
- Styles of Learning ..... 26
- Special Reader Problems ..... 28

III. **Reading for Meaning** ..... 35
- Introduction to Comprehension ..... 39
- Introduction to the Reading Strategies ..... 43
- Reading Strategies ..... 44

IV. **The Keys to Unlocking Text** ..... 67
- Introduction ..... 71
- Sight Words ..... 73
- Beginning Level Phonics ..... 74
- Intermediate Level Phonics ..... 80
- Advanced Level Phonics ..... 86
- Word Families ..... 88
- Syllables ..... 91
- Compound Words/Contractions ..... 94

**V. Creating Text ..... 97**
- Introduction to Penmanship ..... 101
- Manuscript and Cursive Styles ..... 102
- Introduction to Spelling ..... 107
- Spelling and Writing Strategies ..... 109
- Introduction to Language Experience Activities (LEAs) ..... 115
- Using LEAs in Spelling and Writing ..... 116

**VI. The Tutoring Experience ..... 131**
- Welcome ..... 135
- Meet John, Margaret, & Cassandra ..... 136
- Contacting Your Student ..... 138
- First Meeting: Objectives and Outline ..... 139
- Selecting Materials ..... 141
- Preparing a Lesson Plan ..... 144
- Beyond Your Second Meeting ..... 150

**VII. Where to Start ..... 157**
- Plan of Action ..... 161
- Using Where to Start Placement Guide ..... 162
- Tips for the Placement Guide & Progress Check ..... 172
- Student's Where to Start Results ..... 173
- Checklist of Reading and Writing Skills ..... 176

**VIII. The Appendices ..... 179**

**Index ..... 244**

The changing ideas about reading (including a new definition) have led to a need for a more comprehensive book for tutors and others interested in helping adults acquire basic reading skills.

The first edition, written by Pat Frey and the Michigan Method Training Committee (Linda Bejma, Candyce Williams, Donna DeButts, and Cathyrn Weiss), has aided thousands of tutors in assisting non-readers in developing literacy skills.

This revised edition reflects the continually changing trends in reading and literacy. Input came from tutors, students, tutor trainers, adult education teachers, reading specialists, and reading researchers. New concepts in this edition were field tested by literacy tutor trainers in Michigan.

With this edition, the goal of the authors was to produce a book that could be used to train volunteer tutors, as well as be a book that tutors and students could use together in their weekly sessions.

An index has been included in this revised edition to help tutors, trainers, and teaches located information more easily.

Robert D'Amico of RDA Creative Art Services, Inc. designed the page format of the book utilizing blocks of white space, larger type sizes, and exciting graphics to hold the reader's attention. Emphasis has been placed on readability. Strategies for reading, writing, and spelling have been arranged in an easy-to-use format.

The underlying principle of the entire book is: *Focus on the Reader as an Individual*. Each new reader offers a unique challenge to the tutor. Individualizing instruction is emphasized in each section.

***The key to teaching someone to read is not so much in the techniques or the materials, but in an attitude of mutual cooperation and support between the tutor and the new reader.***

E.R., M.D., D.D.
January, 1990

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and Michigan Reading Association
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and production of **LITSTART**.

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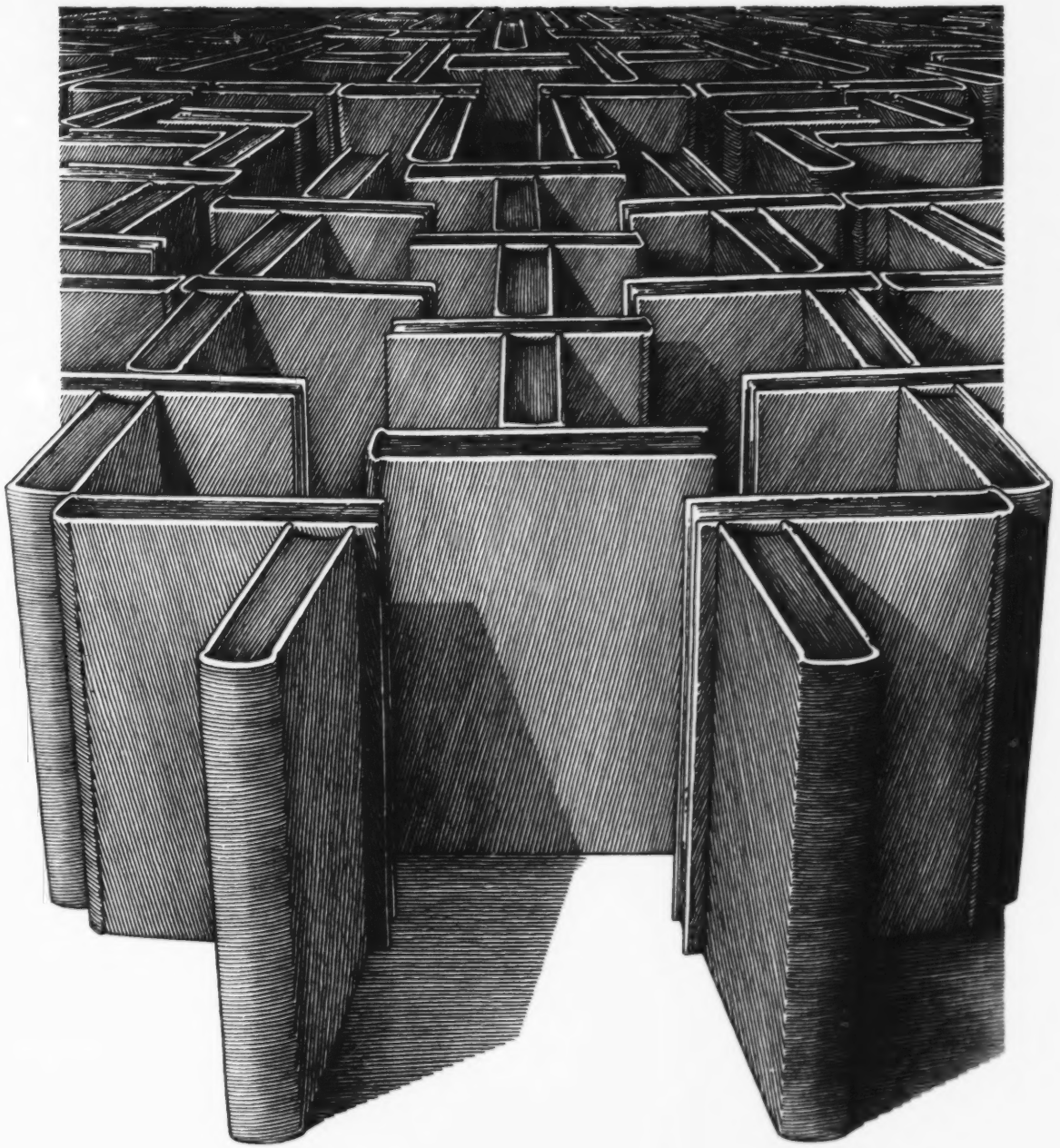
# Literacy & Reading



Reading is the first step in breaking out of the Maze of Illiteracy.

# Section 1

# LITERACY & READING

**Reader + Text + Context = Reading**

***Reading*** *is the first step in becoming functionally literate.*



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# LITERACY & READING
## An Overview


- **LITERACY: A Historical Perspective** 11
  - Defining Literacy
  - Literacy in America
- **The Scope of the Problem** 12
- **Introduction to the Reading Process** 14
  - New Definition of Reading
  - Developing Reading Skills



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## Defining Literacy

**Historical**
Being able to sign one's name

**UNESCO, 1951**
A person is literate who can, with understanding, both read and write a short, simple statement on his/her everyday life.

**Military, since World War I**
Completion of the 8th grade

**Census Bureau, 1979**
A person who has completed six or more years of schooling.

**National Assessment of Education Progress (NAEP), 1986**
Using printed and written information to function in society to achieve one's goals and to develop one's knowledge and potential.

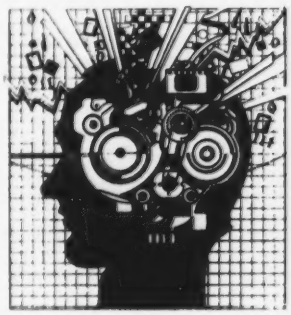
**World Congress, 2015**

?

## Literacy in America

America does well helping those at the bottom of the literacy scale; but has serious problems helping at the upper levels of literacy as job requirements and changes become increasingly more demanding.
***It's like catching a moving train.***

- Ninety percent of jobs require reading and writing for an average of two to three hours per day. High school seniors only read and write an average of of one to two hours per day.
- Four of five young adults (ages 21-25) cannot read a bus schedule.



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## Illiteracy Affects Our Future

Beyond the personal plight of each functionally illiterate adult, the problems of illiteracy have a direct bearing on us ALL. Illiteracy is changing society as we know it.

**A Lifetime of Poverty**

- Over $240 billion in lifetime earnings are forfeited by men, aged 25-40, who have less than high school level skills.
- It is estimated that the cost of illiteracy to business and the taxpayer is $20 billion per year. Five billion dollars in taxes go to support people receiving public assistance who are unemployable due to illiteracy.

**Workers Needed!**

- While unemployment rates fall, American industry still can't find enough employees with basic literacy skills to fill empty positions.
- Three-fourths of the unemployed do not have the basic reading skills to be trained for high-tech jobs. The availability of high-tech jobs will not solve unemployment problems.
- $225 billion is the estimated cost of nonproductivity, including losses attributable to crime.

**A Remedial Society**

- One-fourth of all army recruits are put into remedial classes so that they can understand training manuals written at a seventh-grade level.
- Many army instruction booklets for the use of weapons and equipment are printed in comic book form.
- One of every ten drivers on the highway cannot read road signs. (Their driving tests were read to them.)
- $6.6 billion are spent each year for prison maintenance for an estimated 260,000 inmates whose incarcerations are related to illiteracy.


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**A Voiceless & Faceless Nation**

- One-third of the nation cannot vote.
- They cannot write a letter to their Senators, to their Representatives, or to the President.
- In an age of computers and robotics, illiteracy may mean the loss of the ability to work!

Illiteracy among Blacks and Hispanics is two to three times greater than the national average, producing even greater inequities in employment and income.

# CAUTION
## DANGER AHEAD!

The U.S. News forecasts that the decline in reading skills will lead in two decades to an elite, literate class of no more than 30% of the population.

**Unless We Reverse the Trend...**

***by the year 2000,***
***2 out of 3 American adults***
***will be functionally illiterate.***

National, state, and local literacy organizations are waging an all- out battle on illiteracy. Their goal is help people to gain the first step in becoming functionally literate...
**learning to read.**



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## A New Definition of Reading

**Reading is**
**the process of constructing meaning** **(Reading)**
**through the dynamic interaction**
**among the reader's existing knowledge,** **(Reader)**
**the information suggested by the written language,** **(Text)**
**and the context of the reading situation.** **(Context)**

In other words:

Reader + Text + Context = Reading

*The ultimate goal of reading instruction* is the development of a reader who can flexibly and independently process written language for meaning.

Meaning that is constructed by a reader is dependent to a large extent on the relationship between the author's purpose for writing the text and the reader's purpose for reading. A reader will construct different meaning about nature from a poem, a textbook, or a novel.

The reader's ability to construct meaning about a particular topic is dependent upon the reader's background knowledge of that topic. A good reader activates background knowledge of a topic.

Background knowledge helps the reader to understand the passage. *What do I know?* It also sets purpose for reading. *What do I want to know?* Activating the reader's thinking helps the reader connect new information to information already possessed.

The psychological, physical, social, cultural, and linguistic characteristics of the reader interact with the reading task to influence the process. Understanding how adults learn is important in helping them learn how to read. **Adults bring a lifetime of experience to the learning situation.**


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## Developing Reading Skills

- A skilled reader learns to reason about written material using knowledge from everyday life.
- A skilled reader has developed the basic process in reading to the point where reading focuses on meaning, not on mechanics.
- A skilled reader is able to select and change reading strategies depending upon the purpose for reading, the nature of material, and level of understanding.
- The skilled reader is motivated to making reading a lifelong pursuit.
- A skilled reader has a self-concept of being a good reader.

***To help someone become a skilled reader, instruction must provide a student with knowledge about different situations and the ability to apply this knowledge in a flexible manner.*** As reading ability increases, the reader is constantly refining the way text is approached. The reader becomes more knowledgeable in selecting strategies for achieving reading goals.

To help adults become skilled readers, a multisensory method is usually best. The instruction is presented in several modalities. Frequently, kinesthetic (movement) and tactile (touch) stimulations are used along with visual and auditory modalities.

**Section 2 will discuss the needs of the adult reader in detail.**

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# The Reader

# The Key to a **Brighter Future**

# Section 2

# THE READER

**Reader + Text + Context = Reading**

*The **reader** is the key ingredient in the reading process.*



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# THE READER


- **Introduction to the Adult New Reader** 21
- **Meet Don, Eddie, and Maria** 22
  (Student Profiles)
- **Characteristics of Adult New Readers** 24
- **Factors Affecting Learning** 25
  - Environmental Factors
  - Physical Factors
- **Styles of Learning** 26
  - Visual Learners
  - Auditory Learners
  - Kinesthetic Learners
  - Tactile Learners
- **Special Reader Problems** 28
  - Students With Hearing Problems
  - Students With Vision Problems
  - Students With Learning Disabilities
  - Dyslexia
  - Students Learning English



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The reader is the most important factor in the reading process. Your understanding of the adult new reader will increase your effectiveness in the reading partnership.

## *Adults come to reading with diverse backgrounds:*

- a bricklayer from an urban area
- a retired miner from a rural area
- a laid-off auto plant worker
- a foreign-born seamstress
- a single mother looking for a job to get off ADC

## *Adults come to reading with diverse abilities:*

- can only sign his name
- can read headlines in the newspaper
- can recognize several letters of the alphabet
- can read simple everyday materials
- can read well in her native language but not English

## *Adults come to reading with diverse goals:*

- a parent wants to read to a child
- a man wants to become a church deacon
- a widow wants to be able to write checks
- a dropout wants to return to school
- a welder wants to read blueprints
- an auto worker wants to read his union's contract
- an inmate wants to read the Bible

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# MEET DON, EDDIE, AND MARIA

Don, Eddie, and Maria are just three of thousands of students working with tutors across the United States. They and their tutors have decided to share their experiences with you, so that you can understand, first hand, what learning to read, as an adult, is all about.

Getting to know them will help you put the new things you are learning about reading, into practice. Don, Eddie, and Maria appear throughout LITSTART.

## *DON: A Beginning Reader*

**"I'm tired of bluffing it!**
**I'm frustrated.....I'm ready to learn.**
**Through adult education, I found**
**I'm not too old to learn."**

Don is 41 and twice divorced. He has two sons, not living with him. He is reading at a beginning level and his goal is to be able to read labels, books, and mail for his job. He works in a pet store and breeds dogs. He is anxious to make fast progress. Don graduated from a special education program. His immediate need is to be able to write his address from memory. Don is presently enrolled in an adult basic education classroom. His teacher has suggested he get a tutor from the Literacy Project.


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## *EDDIE: An Intermediate Reader*

**" I know if I could just read better, I could do anything I want. Just like the person in the television ad, I want to be successful. With my tutor's help, I know I will succeed."**

Eddie is 31 and single. He is reading at an intermediate level. His goal is to get a better job, perhaps in skilled trade. Eddie works long hours as a dishwasher. As a youngster, he was kept out of school to work on the farm. He is articulate. He enjoys meeting people. He has a good sense of humor and likes rock music, parties, and girls. Eddie lives alone, and he would like his own saving and checking accounts. He has a driver's license, but has never been able to take the written test. Eddie is able to make simple repairs on his car but has difficulty reading the owner's manual. Eddie heard about the program on TV from Project Literacy United States (PLUS)

## *MARIA: An Advanced Reader*

**"I'm so excited that I will be able to read to my grandchildren. I remember how I enjoyed having my grandmother read to me."**

Maria is 54 years old. She is divorced, has one son and three grandchildren, and is reading at the advanced level. Her goal is to obtain her driver's license. Maria is an energetic, independent, cheerful woman. She works in a factory and plans to retire early and travel. She enjoys gardening and cooking. She heard about the Literacy Project from her sister who drove her to the library for her first tutoring session. She would love to be able to read to her grandchildren. Maria has a slight hearing loss.

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# Characteristics of Adult New Readers

Teaching adults to read is **different** from teaching children. Adult students know a lot about the world. This knowledge affects all aspects of the reading process.

***BACKGROUND KNOWLEDGE***

- Most adults have a sense of language. They know the pattern of language and how it should sound. Some may be familiar with language and reading to the point that they know print is "talk, written down."
- Adults have a wide range of knowledge through a variety of experiences. They know about their jobs, their families, music, sports, politics, and "101 other things." This wealth of knowledge should be utilized in the reading process.

***PRIORITIES***

Adult students may have urgent survival needs or other important goals. Personal goals should have top priority.

***CONTROL***

Adults are used to making decisions. Respect students' opinions, preferences, and priorities. Encourage students to be involved in the selection of books and activities.

***MOTIVATION***

Adult students have an interest and desire to learn to read. Success helps maintain motivation. Showing students what has been accomplished toward reading goals will keep them going.

***TIME***

Students, like you, have responsibilities that restrict time. This means priorities must be chosen carefully. Use your weekly time together wisely.

***COMMUNICATION***

Clear communication is essential. Always check with students to be sure that you are being understood.


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***Any of the factors below can influence the adult reader's ability to learn.***

## *Environmental Factors*

***LIGHT***

Readers who squint or tip back their chairs may be bothered by glare. Some people have trouble reading in fluorescent light. Try natural or incandescent light if possible. Sunglasses or a visor may help.

***SOUND***

If your student is used to background noise (radio or TV) at home, a radio turned on low may help concentration. If your student needs quiet, close the door.

***TEMPERATURE***

If possible, adjust the temperature to suit your student.

## *Physical Factors*

***POSITION***

While some people like to sit at a desk when they read, others like to lean back and put their feet up. Ask how your student likes to read at home and try to accommodate that style.

***MUSCLE STRENGTH***

Students whose eyes or hands tire quickly after reading or writing build up muscle strength gradually. Start with only a few minutes and build from there. Also, a student with eyestrain may need a vision checkup.

***INTAKE***

Arrange for breaks to meet your student's needs.

***TIME OF DAY***

If possible, arrange your sessions in the morning for a "morning person" and in the evening for a "night person."

***MOBILITY***

Your student's limit for sitting may be shorter than yours. Check regularly to see if your student needs to stretch.



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## VISUAL Learners:

- Recall words after seeing them a few times.
- Prefer directions that are written.
- Can concentrate on visual tasks despite visual distractions.
- Remember and understand words accompanied by pictures and graphs.
- Discriminate between letters that look alike (m/n) and words that look alike (full/fill).
- Do not confuse the order of letters (stop/spot).

### *Implications for tutoring:*

For a visual student, use written instructions, not just oral ones. A Language Experience Story may work better than phonics. Use pictures and charts if possible and make pictures out of words or letters.

## AUDITORY Learners:

- Recall words after hearing them a few times.
- Prefer oral instructions.
- Can concentrate on listening despite auditory distractions.
- Use appropriate vocabulary and sentence structure.
- Discriminate between words that sound alike (cat/cot) and letters that sound alike (t/d).
- Blend sounds quickly to form words.
- Can retain the story line while sounding out words.

### *Implications for tutoring:*

Use tapes, radio, discussions, and verbal explanations with an auditory student. Read aloud to student. Tapes of words may be better than flash cards. Echo reading may help. Have student listen to a tape of a book while reading it. Give oral instructions, not just written ones.


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## KINESTHETIC Learners:

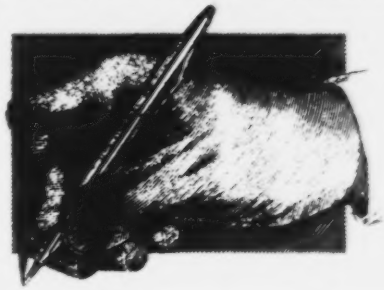
- Recall words after writing them a few times.
- Move smoothly, rhythmically, and freely.
- Recall words from signs seen on a trip.
- Recall words more easily when walking or pacing.
- Remember the feelings of a story better than the details.

## TACTILE Learners:

- Recall words after typing them a few times.
- Excel at crafts such as sewing or making models.
- Hold a pen or pencil correctly.
- Write legibly and proportionately.
- Recall words after touching the object they represent or using them in a game.

### *Implications for tutoring:*

Students with strong tactile and kinesthetic skills may benefit by using Scrabble tiles, alphabet cut-outs (made of wood, sandpaper, or textured material), or lettered dice to make words. Games that let the student identify the answer by manipulating, rather than saying it, may help. Computers and the Experience Story are excellent tools.





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*Some students have special needs when learning to read. They may have hearing, vision, or learning problems, or they may be learning English as a second language. You can use the same techniques with special reading students that you use with other students.*

## STUDENTS WITH HEARING PROBLEMS

### *Symptoms:*

- Talking loudly
- Asking you to repeat
- Frequently not "remembering" what you said
- Misunderstanding you
- Turning one ear toward you when you talk
- Not hearing you (when not looking directly at you)

**If you suspect your student has a hearing problem:**

- Encourage the student to have hearing checked
- Enunciate clearly
- Speak loudly, but don't yell
- Sit on the student's "good side"
- Make sure the student is aware when you start to speak
- Ask the student to repeat things back to you

**" My tutor discovered that I had a hearing loss because I was not hearing the *endings* on words. Now I have a hearing aid and my spelling has really improved."**

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# STUDENTS WITH VISION PROBLEMS

## *Symptoms:*

- Squinting
- Holding the book too close
- Bending low over the table
- Holding the book far away
- Headache
- Eye fatigue
- Inability to read small print

**If you think your student may have a vision problem:**

- Encourage the student to have vision checked
- Ask the student to tell you when the print is too small to read
- Work in a well lit area
- Encourage the student to position the book where it can be seen best
- Check with the library for large-print books

**" Because I had never really read before, I found that I was having trouble reading the small print. A pair of inexpensive reading glasses has really helped."**



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# STUDENTS WITH LEARNING DISABILITIES

A learning disability is a learning problem associated with the way the brain processes information.

Students with learning disabilities may experience difficulty:

- Staying on task
- Keeping their place on the page
- Reversing letters or sequencing
- Understanding what is read
- Recalling what is read
- Learning and remembering sight words
- Time sequencing (in what order do things occur)
- Forming letters when writing
- Communicating in a written form

People with learning disabilities have trouble seeing letters correctly, hearing sounds correctly, or writing correctly even though their eyes, ears, and muscles work fine. **Students with learning disabilities just learn differently.**

People with learning disabilities usually display average or above average intelligence. They often have enviable talents in other areas.


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# DYSLEXIA

Dyslexia is a type of learning disability. True dyslexia is not curable, but it is manageable. A dyslexic person can learn to read in spite of seeing things scrambled.

A person with dyslexia may see:

**Saw the bog unber the huose?**

instead of:

**Was the dog under the house?**

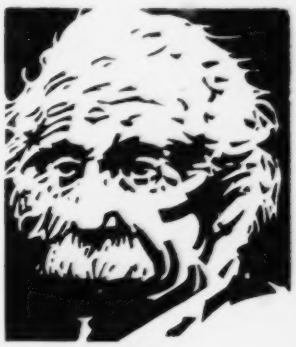
Some dyslexics have been very successful: Thomas Edison, Albert Einstein, General Patton, Rodin, Woodrow Wilson, Winston Churchill, Nelson Rockefeller, Hans Christian Anderson, and Leonardo da Vinci.

When working with dyslexic students, use all avenues of learning.

- Focus on the student's strengths to compensate for the weaknesses.
- Focus on comprehension. True dyslexics learn to cope by noticing when something doesn't make sense. Then they simply reread.
- Focus on a small section of text. It may be necessary to cover up all but the line or section you are working on to reduce visual distraction.
- Focus on meeting the student's needs. It may be necessary to rewrite the materials being used into a format better suited to the student.

Check with your literacy coordinator for other resources.

**Leonardo da Vinci**



**Albert Einstein**



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## STUDENTS LEARNING ENGLISH

Students who grew up speaking any language other than English are known as ESL (English as a Second Language) students. For them, English is a foreign language.

Teaching spoken English is beyond the scope of this book. Check with your literacy coordinator to find out if ESL classes or ESL tutoring workshops are available in your area.

If ESL classes do exist, encourage your student to attend. If the student can work with you and attend classes, progress will be much faster.

In working with an ESL student, be especially polite so as not to offend the student inadvertently. Touching, standing too close, wearing certain clothing, talking loudly, discussing politics, or using first names may be taboo in your student's culture.

You should not be offended if the student appears impolite to you. Perhaps avoiding eye contact is polite behavior in the student's culture. Keep your mind open.


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# Pre-Reading Checklist for ESL Tutors

| | YES | NO |
|---|---|---|
| 1. Does the student understand what is said? | ❑ | ❑ |
| 2. Can the student follow directions given orally? | ❑ | ❑ |
| 3. Does the student see likenesses and differences in letters, words, and word patterns? | ❑ | ❑ |
| 4. Can the student hear the differences and similarities in initial consonant sounds? | ❑ | ❑ |
| 5. Can the student recognize words which rhyme? | ❑ | ❑ |
| 6. Is the student able to visually track from left to right? | ❑ | ❑ |
| 7. Is the student able to recognize common word meanings in spoken context? | ❑ | ❑ |
| 8. Does the student understand that print stands for or represents speech? | ❑ | ❑ |

If you were able to check yes to most of the questions above, your ESL student is ready to begin learning to read.

The native speaker of English is expected to possess a minimum speaking vocabulary of 2,500 words to be successful in learning to read.



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# TIPS FOR WORKING WITH ESL STUDENTS

- You can use the same techniques as you would for any student.
- Learning English includes learning idioms and expressions. Treat them like new vocabulary. Limit your use of idioms if your student is struggling.

  Everyday English is filled with thousands of phrases that are meaningless when each word is defined separately.

  English contains many modern expressions and slang.

  Examples include: call up, come over, up to you, call off, run into, ripped off, fool around, in hot water, kick the bucket.

- Check frequently for word meanings. ESL students sometimes say they understand just to be polite.
- Use Language Experience Stories. This will help you to understand the limits of the student's vocabulary.
- When working on word families, do not use nonsense words with the ESL student.


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# Reading for Meaning

**Comprehension is the Light at the End of the Tunnel**

# Section 3

# READING FOR MEANING

**Reader + Text + Context = Reading**

*The skilled reader brings many **strategies** to the reading task to help construct meaning.*



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# READING FOR MEANING


- Introduction to Comprehension 39
- Introduction to the Reading Strategies 43
- Reading Strategies 44



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*Text comes in different forms requiring diverse comprehension skills*

Learning to read is more than just saying the words written on the page. Without meaning (comprehension), the words are just marks on the page. The skilled reader has learned to approach text with a variety of skills.

The skilled reader picks the strategy (or strategies) to use depending on:

- The reader's **reason for reading** the text.
- The reader's **prior knowledge** of the topic.
- The reader's **interest** in reading the text.
- The reader's understanding of the **vocabulary** in the text.

**Reading is bringing meaning to and getting meaning from text.**



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Read Passage A and answer the question that follows.

**Passage A**

We may measure and coordinate omnirationally, energetically, arithmetically, vectorially, topologically, and energy-quantum-wise in terms of the tetrahedron.

How do you coordinate omnirationally?

_____

_____

| | Yes | No |
|---|---|---|
| Did reading Passage A spark your interest? | ❑ | ❑ |
| Do you have prior knowledge about the topic? | ❑ | ❑ |
| Did you have a real purpose for reading Passage A? | ❑ | ❑ |
| Did you understand the vocabulary in Passage A? | ❑ | ❑ |

What strategies did you use to help you read Passage A?

_____

_____

_____

Did reading occur? ❑ ❑

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Now read Passage B and answer the question that follows.

**Passage B**

Almxxx evxxx yxxr, Mrs. Crooks climbs up a mxxxxxxn whxch is ovxx fourtxxx thxxxxxx fxxt hixx. Mrs. Crooks xx ninexx-one yxxxx old.

What does Mrs. Crooks do?

_____

_____

| | Yes | No |
|---|---|---|
| Did reading Passage B spark your interest? | ❑ | ❑ |
| Do you have prior knowledge about the topic? | ❑ | ❑ |
| Did you have a real purpose for reading Passage B? | ❑ | ❑ |
| Did you understand the vocabulary in Passage B? | ❑ | ❑ |

What strategies did you use to help you read Passage B?

_____

_____

_____

Did reading occur? ❑ ❑



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With Passage A, skilled readers can use their decoding skills to sound out the words. Background knowledge about the topic is missing or weak. Some of the words make sense, but perhaps not in the context that they are used in the passage. **For most people, reading does not occur.**

With Passage B, skilled readers can use their knowledge of reading, their decoding skills, their sense of "wordness" in English, and their prior knowledge of the topic to figure out what the passage says. **For almost all readers, reading occurs.**

Skilled readers have strategies that new readers must learn in order to be successful in dealing with the variety of texts and reading tasks that occur during a lifetime.

This section of **LITSTART** will provide you with strategies to help bring *meaning to reading* for your student.

The essence of tutoring is sharing what you know about reading with a student.

## Remember

### Comprehension increases when you:

Choose something to read that sparks your student's interest.

Talk about the passage to be read to find out what your student already knows about the topic.

Ask questions to set a purpose for reading the passage.

Talk about the new vocabulary, before and after reading.


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# Reading Strategies

For each Reading Strategy, you will find:

- **Strategy Name**
  A handle to help you and your student remember the strategy
- **Rationale**
  The reason for using the strategy
- **Materials**
  Supplies and texts needed for the strategy
- **Procedure**
  The step-by-step method

Most of the strategies will be appropriate for all students. We have tried to identify which strategies would be appropriate for beginning, intermediate, advanced, or English as a Second Language students.

Some strategies are best used with materials that the student can use independently, but most are designed to be used with material at the student's instructional level. The student's instructional level is where the student must have assistance, but can work with you without becoming frustrated or discouraged.

If you find that a strategy does not work for you or your student, don't use it. You may discover ways to modify the strategies.

Every student is different. The key to being a successful tutor is being flexible.



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# Strategy 1

## Skip, Guess, Sound, Ask...

**Rationale:** Provides student with a method of using context clues to decode unknown words.

**Materials:** Reading passage at student's instructional level.

*Note:* Some of the passage may be difficult.

**Procedure:** The tutor shares with the student the following strategy that good readers use.

SKIP "When I come to a word I don't know, I skip it and read to the end of the sentence."

GUESS "Sometimes when I get to the end of the sentence, I can guess the word from the rest of the sentence."

SOUND "Sometimes I use phonics to sound out the word."

ASK "Some words don't follow any of the rules, then I ask someone." Advanced readers may look the word up in the dictionary.


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## Oral Model

# Strategy 2

**Rationale:**

1. Aids in developing sight word recognition.
2. Provides students the opportunity to hear standard English aloud.
3. Helps student to develop the feel of phrasing in English (an excellent strategy for ESL students)
4. Introduces students to new vocabulary in context.
5. Provides motivation for independent student reading.
6. Uses repetition to increase fluency.

**Materials:**

Reading passage at independent/instructional level. Pick a topic of interest to the student.

**Procedure:**

1. Tutor reads aloud and student follows silently.
2. Discuss the passage.
3. Tutor encourages the student to read the passage. It may be necessary for the student to reread the passage several times for fluency and comprehension to occur.

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# *Strategy 3* Reading Together

**Rationale:**

1. Increases student's confidence when reading aloud.
2. Helps to impress the words into the student's memory.

**Materials:** Text that is of interest to student and is near the instructional level.

**Procedure:**

1. Tutor sits to the **right** of the student.
2. Tutor and student read together.

   The tutor should read one or two syllables ahead of the student.

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## Echo Reading

## Strategy 4

**Rationale:**

1. Increases sight word recognition.
2. Increases confidence reading aloud.
3. Models phrasing and pronunciation.

(This strategy is good for ESL students and beginning students.)

**Materials:** Reading passage at student's instructional level

**Procedure:**

1. Tutor reads a sentence from the passage.
2. Student reads the same sentence imitating the tutor's stress and intonation.



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# Strategy 5

## Taped Readings

**Rationale:**

1. Allows the student to work independently between sessions.
2. Increases sight word mastery.

**Materials:**

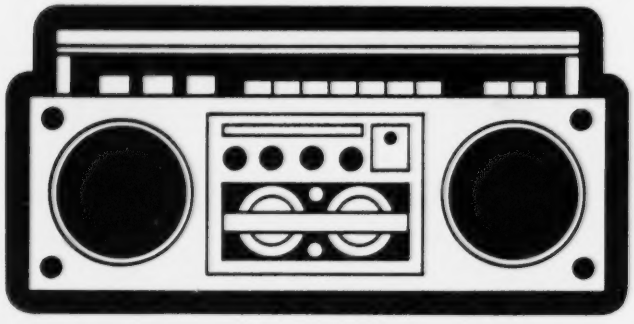
tape recorder

blank tape

reading passage that is of interest to student

**Procedure:**

1. Tutor makes a tape of reading passage.
2. Student listens to the tape while following the reading passage.
3. Student reads aloud slightly faster than tape. The tape becomes an echo.
4. The student reads the passage without the tape.
5. Student can repeat steps 2 through 4 as needed.





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## "I Think That..."

## Strategy 6

**Rationale:** Student learns how a successful reader interacts with text.

**Materials:** Passage at student's instructional level.

*Note:* Some of the passage may be difficult.

**Procedure:**

1. The tutor reads part of the selected passage aloud.
2. Tutor then processes the passage aloud for the student by:

   - Making predictions: "I think that _____will probably happen..."
   - Describing mental images: "When I read this, it makes me think of..."
   - Showing when to reread or ask questions: "...This just doesn't make sense."



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# Strategy 7 "Just Hummin' Along"

**Rationale:**

1. Provides reading practice by presenting words in a meaningful context. Student is able to form a bridge between the music and the text.
2. Allows student to hear colloquial language. (Excellent strategy for use with ESL students.)

**Materials:**

cassette tapes or records
player for tapes or records
sheet music or song book of lyrics

**Procedure:**

1. Have student listen to the tape or record.
2. Student follows along with a written copy of the song.

   This can be repeated as often as necessary until student can read sheet music without tape or record.

Memories, like the corners of my mind
Misty watercolor memories
Of the way we were
Scattered pictures
Of the smiles we left behind
Smiles we gave to one another
For the way we were

From the Columbia Picture, Rastar Production,
*"The Way We Were"* © 1973

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## "Tell Me What You've Read"

## Strategy 8

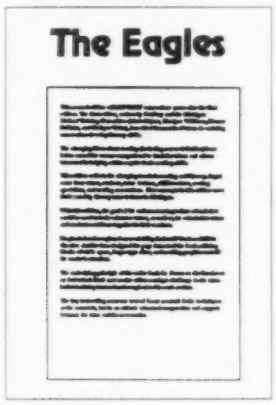
**Rationale:**

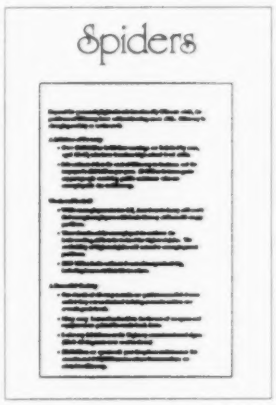
1. Develops student's ability to read silently for meaning.
2. Increases motivation to read independently.

**Materials:** Two passages at the student's independent level.

**Procedure:**

1. Tutor and student independently read a selected passage.
2. Tutor and student share the contents of passages read.
3. Tutor and student trade passages to read.
4. Tutor and student share ideas on the second reading.



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# Strategy 9

## Let's Find Out

**Rationale:**

1. Activates the student's prior knowledge of the topic selected.
2. Sets purpose for reading.
3. A strategy for non-fiction reading.

**Materials:** Non-fiction passage from a textbook at the student's instructional level.

**Procedure:**

1. Brainstorm: What do we already know ?

_____

_____

_____

2. Brainstorm: What do we want to find out?

_____

_____

_____

3. Brainstorm (after reading): What did we find out about the topic from the reading? What do we still need to find out?

_____

_____

_____


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## Road Map for Reading Enjoyment

## Strategy 10

**Rationale:**

1. Gives the student a direction or purpose for reading.
2. Provides the student an opportunity to practice critical thinking skills.

**Materials:** Short fictional passage appropriate for the student's interests and ability levels.

**Procedure:**

1. Before reading the passage, both tutor and student discuss the reading and make predictions using their own background knowledge.
2. Tutor and student read passage silently.
3. The tutor and student generate new questions and predictions based on the passage read.
4. Tutor and student discuss the passage, and either accept or reject predictions based upon what they already know and what's in the text.

*Sample questions for post reading activity:*

- Is this a good title?
- What do you think should have been included?
- What was the author trying to tell us?
- How do you feel after reading this?
- How do you think the author felt when writing this story?



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# Strategy 11

## Word Web

**Rationale:** Helps the student prepare to read new material by activating prior knowledge.

**Materials:**

paper

pencil

text to be read that is at student's interest and instructional level.

**Procedure:**

1. Tutor prepares a list of words from the reading passage.

| | |
|---|---|
| biscuit | Minnesota |
| banks | Mississippi River |
| Russia | dairy |
| four | three |

2. Student predicts how the words are related.

**Predictions:**

1. Biscuits are made in Minnesota and Russia.
2. Water from the Mississippi River is used to make the biscuits.
3. Three biscuits in Russia cost four dollars.
4. Dairy cows love biscuits.
5. People save their biscuits in banks.


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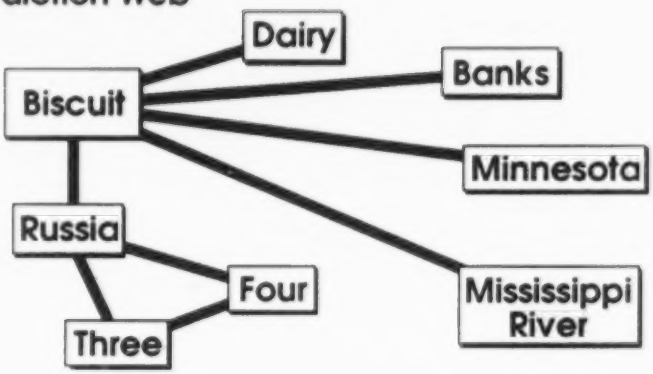
**Prediction Web**




3. Student reads passage.

**Reading:**

The Ready-Made Biscuit Company is located in Minnesota on the banks of the Mississippi River. The company makes the biggest biscuits in the world. Each one is four inches wide and three inches high. Ready-Made biscuits are sold all over the world, even in Russia. You can buy these world-famous biscuits in your local dairy case.

4. Student compares predictions with actual reading.
5. Student revises predictions.

**Revised Predictions:**

1. Biscuits are made in Minnesota.
2. Biscuits are sold in Russia.
3. The biscuits are three by four inches.
4. The company is located on the banks of the Mississippi River.
5. The biscuits can be found in the dairy case.

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# Strategy 12 Summary Reading

**Rationale:** Summarizing is a key strategy and a necessary study skill for good readers.

**Materials:** Text appropriate for student's instructional/ independent level and interest.

**Procedure:**

1. Tutor and student both read short passage silently.
2. Tutor summarizes or explains the text by saying:

"To me the passage seems to be saying..."

"What do you think?"

"I would like to rename the passage..."

"What would you call it?"


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## Questioning Partners

# Strategy 13

**Rationale:**

1. Models reading for a purpose using prediction.
2. Allows student to self-assess comprehension.

**Materials:** Text that is of interest to the student and at the student's instructional level

**Procedure:**

1. Tutor and student each silently read the same passage.
2. Tutor asks student a question about the passage.
3. Student then asks tutor a question.
4. Tutor models questioning strategies such as prediction or inference.

> Joe and Harry like to play baseball. They play every day after school in the empty lot next to their apartment building. Joe plays shortstop. Harry is the catcher. The other players on the team live in the same apartment building.

Student: Where do they play baseball? **(Fact)**

Tutor: How old do you think Joe and Harry are? **(Inference)**



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# Strategy 14

## S Q 4 R
**(Survey, Question, Read, Recite, Review, Write)**

**Rationale:** Study plan to help the student become a more effective reader. Requires the student to:

- Ask questions.
- Make predictions.
- Set purpose.
- Check comprehension.

**Materials:** Textbook written at instructional level

**Procedure:**

1. **Survey :**
   a. Look over the title and definitions.
   b. What do I already know or want to know?
   c. Look at pictures or graphs.
   d. Read summary or introduction.
2. **Question:**
   a. Formulate questions during survey.
   b. Write down words that are new and guess at meaning from text.
3. **Read Actively:** Read to find answers.
4. **Recite:**
   a. Put passage in your own words.
   b. Answer questions.
5. **Review:** Reread to find unanswered questions.
6. **Write:** Write summary or outline, etc.



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## Story Map

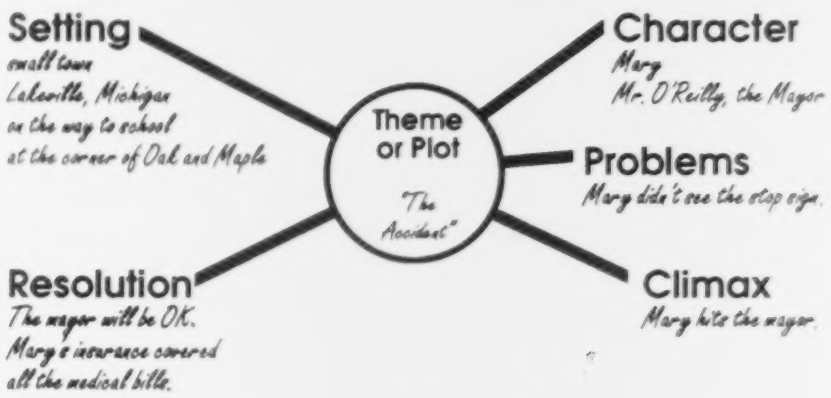
# Strategy 15

**Rationale:** Informs student how fiction stories are constructed.

**Materials:** Short story appropriate for student's interest and ability

**Procedure:** Have student read story silently and then with tutor's help fill in the blanks on the map.

Mary lives in a small town in Lakeville, Michigan. Mary is just sixteen years old and is learning to drive. She is a very nervous driver. On the way to school, Mary had an accident. She did not see the stop sign at the corner of Oak and Maple. She hit Mr. O'Reilly, the mayor of Lakeville. Mary had good insurance. All of the mayor's hospital bills were covered. Mary is glad that the mayor will be OK.



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# Strategy 16

## *Don't Get Lost*

**Rationale:** Helps students with vision problems keep their place on the page.

**Materials:** Black construction paper lines.

**Procedure:** Have student place lines under text as he/she reads.

It was a dark and stormy night.

[redacted]

the sky. It was followed by the crashing sound of thunder.

It was a dark and stormy night.
Suddenly, a bolt of lightning lit up

[redacted]

crashing sound of thunder.


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## *Fill in the Blanks*

## *Strategy 17*

**Rationale:** Helps student develop predicting skills by reading in context.

**Materials:** Short sentences with some words missing.

**Procedure:**

1. Copy sentences onto lined paper leaving a blank for the word to be supplied by the student.
2. Have the student read each sentence and predict the missing word.
3. With very beginning students, it may be necessary to supply alternate choices and have the student select the correct word.

(This exercise can be made for the beginning, intermediate, or advanced level student.)

**Examples:**

**Beginning:** The boy _____ home.
(ran, rap)

The boy r_n home.
(a, i)

**Intermediate:** This _____ a good book.

The _____ is black and barks at the door.

**Advanced:** Mary _____ to the store to _____ milk, eggs, and butter.



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# Strategy 18

## Language Experience

**Rationale:** Tutor and student can generate a reading text using the student's prior knowledge, vocabulary, and language patterns.

**Materials:**

paper

pencil

word cards

carbon paper

**Procedure:**

1. **Talk:**
   Student and tutor converse on a topic of interest to the student.
2. **Write:**
   Tutor writes down some of the student's comments.
3. **Read:**
   Tutor and student practice reading the passage. At first, the tutor reads passage to clarify information. Then tutor and student read passage together.

   *Options:*
   - Have student read passage independently.
   - Make a carbon copy of the stories for student and tutor files.
   - Make word cards to practice new words.
   - Create a *"Fill in the Blanks"* exercise (see Strategy 17).


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My sister and I are very close. I talk

sister

to her on the telephone every weekend.

She lives in Florida. When we were

young, she would always take me to the

movies on Saturday. I wish she lived

closer to me.

telephone talk

young take closer

**A Language Experience Story**

*by Eddie*



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# Strategy 19

## Mapping (Pre-Reading)

**Rationale:**

1. Activates the student's prior knowledge of the topic.
2. Provides a system of organization for information.
3. Helps set purpose for reading.

**Materials:**

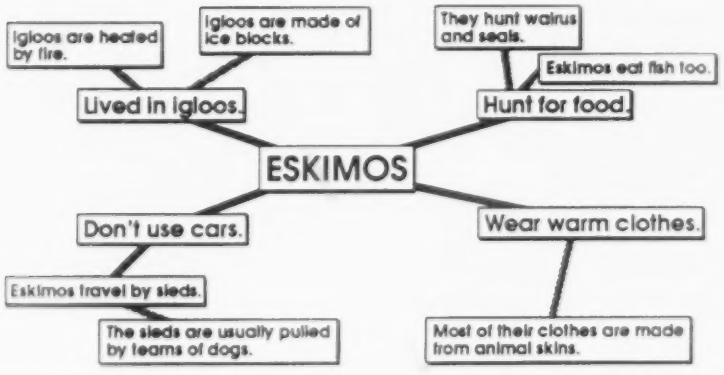
passage to be read

paper

pencil

**Procedure:**

1. Student and tutor discuss topic.
2. Tutor writes the key idea in the center of the paper.
3. The student and tutor brainstorm information about the key idea.
4. After reading the passage, the student and tutor revise the map.


Igloos are heated by fire.
Igloos are made of ice blocks.
They hunt walrus and seals.
Eskimos eat fish too.
Lived in igloos.
Hunt for food.
ESKIMOS
Don't use cars.
Wear warm clothes.
Eskimos travel by sleds.
The sleds are usually pulled by teams of dogs.
Most of their clothes are made from animal skins.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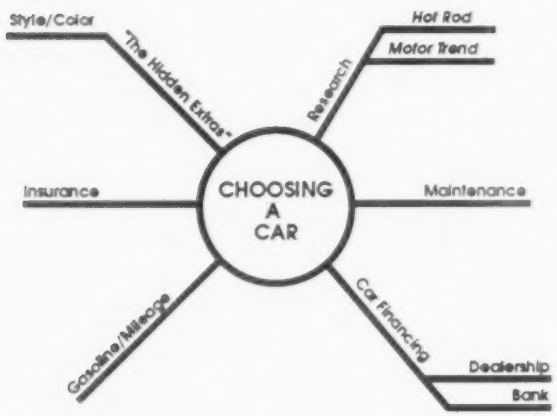
# Mapping (Post-Reading)

## Strategy 20

**Rationale:** Provides the student with a way to organize and retain information for later use.

**Materials:**
passage to be read
paper
pencil

**Procedure:**
1. Student and tutor read the passage.
2. Tutor writes the key idea in the center of the paper.
3. The student supplies information remembered from the story.
4. The tutor writes this information on the map.
5. The tutor supplies information from the story and adds to the map.
6. Repeat steps 3 through 5, as needed.

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# Notes


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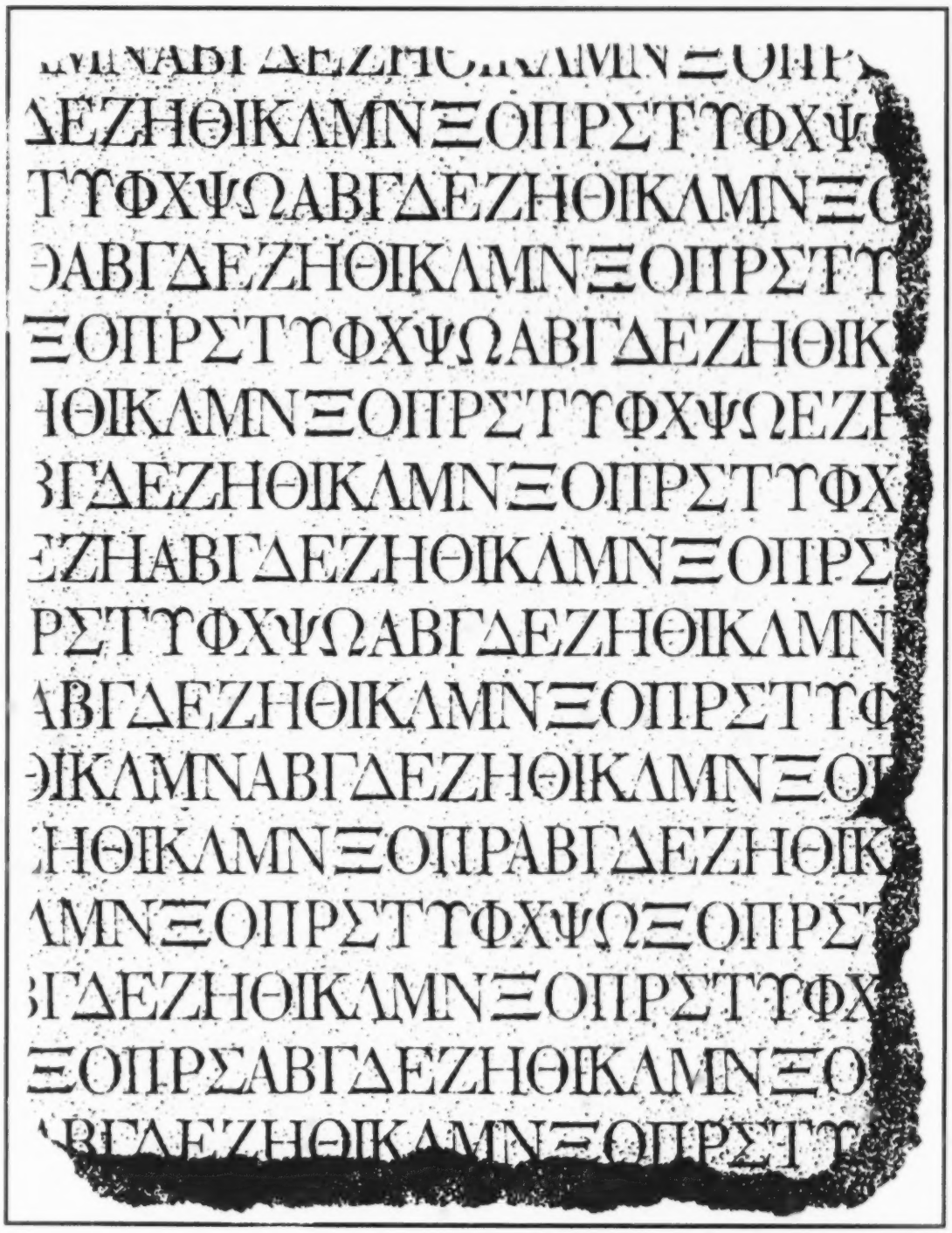
# Readers Use A Variety of Keys to Unlock Text




**Phonics • Word Families • Sight Words**

## Section 4

# THE KEYS TO UNLOCKING TEXT

**Reader + Text + Context = Reading**

*Sight words, phonics, and word families are three keys that successful readers use to unlock* ***text.***



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# THE KEYS TO UNLOCKING TEXT


- **Introduction** 71
- **Sight Words** 73
- **Beginning Level Phonics** 74
  - Consonant Sounds
- **Intermediate Level Phonics** 80
  - Blends
  - Digraphs
  - Introduction to Vowels
  - Short Vowels
  - Long Vowels
- **Advanced Level Phonics** 86
  - Other Vowels
- **Word Families** 88
  - Preparation
  - Variations
- **Syllables** 91
- **Compound Words**
  **Contractions** 94



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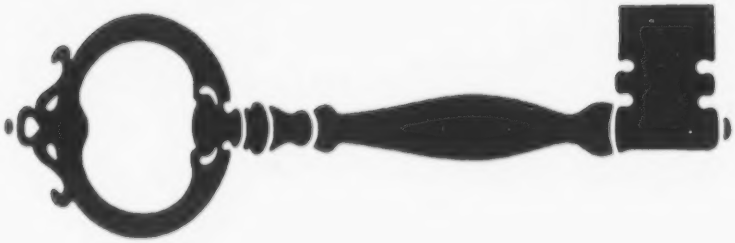

Reading, for the skilled reader, is an almost automatic process. Emphasis is placed on meaning, not the mechanics of reading. The skilled reader uses various KEYS to unlock text. These keys have been used by the reader so often that the reader is unaware of using them.

For the new reader, words and letters are just marks on the page. The new reader must acquire the KEYS FOR UNLOCKING TEXT:

- **Sight Words**—learning words as a single unit.
- **Phonics**—learning words by combining sounds.
- **Word Families**—learning words by recognizing common patterns.

There are many different ways to teach letter/word identification to adult beginning readers. Some tutors use Language Experience Activities; some use a published adult reading series. Adults should be encouraged to attempt to identify unknown words in the context of a reading passage and to use meaning as a check for correct word identification.

The following outline is only a suggestion for a possible sequence for word identification skills, and the tutor is encouraged to adapt instruction to the specific needs of the student.



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### Beginning Word Identification Skills:

- Beginning Sight Words (page 227)
- Initial consonant sounds (page 184)
- Beginning Word Families (page 192)
- Use of context with the above skills to decode unknown words

### Intermediate Word Identification Skills:

- Intermediate Sight Words (page 227)
- 100 Most Frequent Words (page 229)
- Known words with endings -s, -ed, -ing
- Blends and digraphs (page 187 and page 191)
- Intermediate Word Families with long and short vowel combinations (page 198)
- Use of context and the above skills to decode unknown words

### Advanced Word Identification Skills:

- Advanced Sight Words (page 228)
- Advanced Word Families with more complex vowel combinations (page 215)
- Compound words and contractions (page 219 and page 230)
- Syllabication rules (page 92)
- Use of context and the above skills to decode unknown words


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The reading vocabulary consists of words recognized in print instantly. Tutors will want to help new readers develop an increasing independent reading vocabulary. Any of the keys (phonics, sight words, word families) can help build that vocabulary.

Sight words allow the new reader to look at a word as a single unit. The reader is able to analyze its shape and special features. Using the word in context will help move that word into the reading vocabulary. Words that are phonetically inconsistent are better learned using the sight method. Any word that creates problems for the student should be learned by sight.

## Procedure for increasing sight vocabulary

1. Put the word to be learned on a flashcard.
2. Use the word in a sentence.
   Write the sentence on the back of the card.
3. Have the student practice saying, spelling, and writing the word.
4. Review the word regularly.

friends

Tom and Mark are my **friends**.

***Readers have four vocabularies: listening, speaking, writing, and reading.***

## Tips

- Select words to study from the student's reading.
- Practice selected words in context to reinforce meaning.
- Have student match sight word cards to words in a story.
- Have student look through a newspaper or magazine article for a given sight word and circle it when found.
- Attach a picture to the word card to ease comprehension especially for foreign students.
- Mark the card each time the student recognizes the word instantly; retire it after 3 to 5 correct responses.

**There are several options for introducing consonant sounds:**

- Select a published adult beginner book that teaches consonant sounds. Supplement the activities in the book as needed with extra words

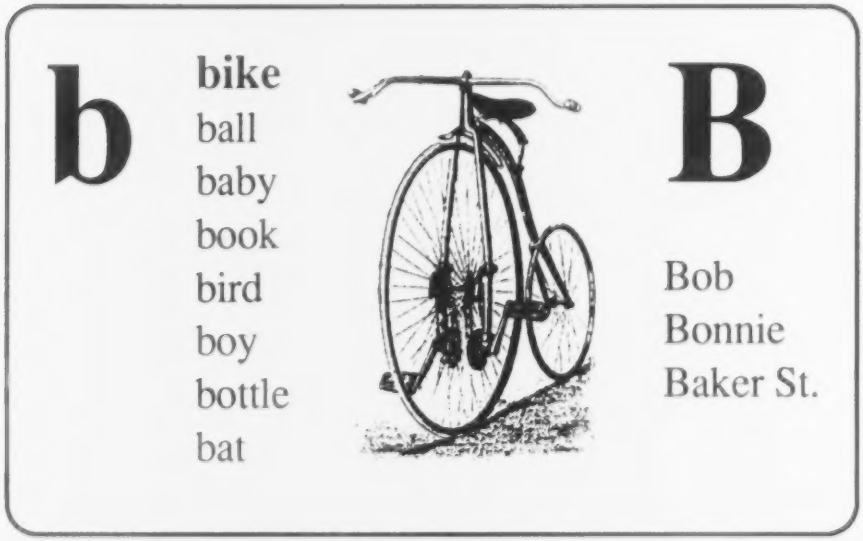
- Develop a file or list of words to help the student practice and remember the consonant sounds:

1. *Generate a list of words that begin with a selected letter.* You can do this yourself before the lesson or together with your student during your lesson. Any reading selection can be used as a source of words to start the list. Also, consider words of personal significance to the student such as names of family members, local streets, city, state, and employer.

2. *Help the student read the list and isolate the sound at the beginning of the words.*

3. *Have the student choose a favorite KEY WORD as a memory aid.*

4. *Write the student's selected key word at the top of the list.* If possible, include a sketch or picture of the object or action represented by the key word.



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## *Practicing Sounds*

After introducing a sound, provide practice for your student either by following an instructional series or by developing your own exercises.

**Here are some examples:**

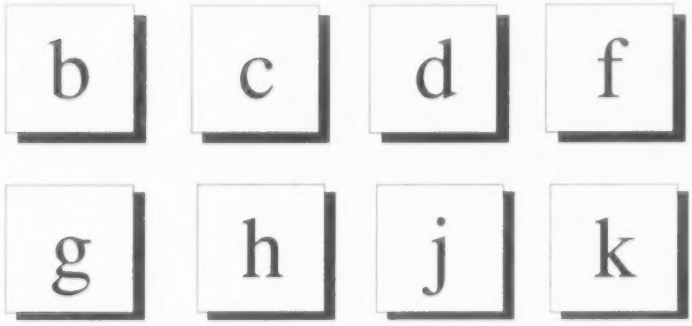
I will say a word. If you hear the **/b/** sound (for example) on the beginning of the word, say "yes." If you do not hear the **/b/** sound, say "no."

I will say a sound. You say the letter that makes that sound.

I will say a word. You say the letter you hear at the beginning of the word.

I will say a word. The word will begin with one of these two (or more) letters. You say the letter.

I will show you some letters (make flash cards). You say the sound (or the key word and the sound). Sort cards into two piles as the student gets right or wrong answers. Review the ones missed.



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## *Suggestions*

- Have the student write the letter, rather than say it.
- Have the student identify the ending sound, rather than the beginning sound.
- Have the student identify both the beginning and ending sounds.
- For beginning students, try to avoid blends: use "fee" but not "free" and "sing" but not "sting."
- Give the student credit for identifying the correct SOUND even when the spelling does not match.

City begins with an S sound.
Phone begins with an F sound.
Chef begins with an SH sound.

Cars ends with a Z sound.
Love ends with a V sound.
Laugh ends with an F sound.

- Watch for patterns in your student's errors. If your student consistently confuses two sounds, develop a practice list for just those two sounds.



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# Consonant Sounds Reference

This information is a reference for you on consonant sounds.

**B:** It usually produces a consistent sound. The B can be silent (comb, subtle).

**C:** This letter has two sounds, **/k/** and **/s/**. Since it does not sound like its name, it is difficult for beginners to learn.

> When C is followed by an E, I, or Y, that C will sound like an S, otherwise known as a soft C. This rule is over 99% true!

***When C is followed by an E, I, or Y, that C will sound like an S. This rule is over 99% true!***

**Examples:**

**CE:** face, cent, receive, ceiling, chance, innocence
**CI:** city, circle, circumstance
**CY:** fancy, racy, bicycle, cyclone, cymbal, cyst, democracy

**D:** Produces a consistent sound. The D is silent in the word Wednesday.

**F:** It's a consistent sound that can be sustained.

**G:** It does not sound like its name, and it forms special combinations. It can be silent (ought, gnat, sign).

> When G is followed by an E, I, or Y, that G will sound like a J. Such a G is known as a soft G.

This rule is not as reliable as the soft C rule. Some notable exceptions are: get, give, and girl.

**Note:**

The letter U is often used to **protect** the G from the softening effects of a vowel (guess, fatigue, guide, guitar, guy).



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**Examples:**

**GE:** age, orange, refrigerate, germ, fudge, general, George
**GI:** giraffe, gin, giant, ginger, region, religious, magi
**GY:** cagy, gyrate, gym, gypsy, Egypt, biology, apology

**H:** It does not sound like its name. It is often silent (school, honest, John), and it often combines with other letters to make new sounds (ch, gh, ph, sh, th, wh).

**J:** It produces a consistent sound (same sound as the soft G).

**K:** Its sound is consistent (same sound as the hard C). It is almost always silent in the combination of KN (know, knot).

**L:** Like the letter R, it often blends with other consonants. It can be silent (salmon, half).

**M:** It is easy to make consistently, and it can be sustained.

**N:** Its consistent sound can be sustained. It can be silent (hymn, autumn).

**P:** It produces consistent sound. It can be silent (psalm, coup, receipt).

**Q:** It usually combines with a U to form the sound KWUH, but sometimes the U is silent and the Q sounds like a K (unique, liquor), and occasionally there is no U (Iraq, qiana).

**R:** When R follows a vowel, it changes the vowel sound. It often combines with other consonants to form blends. Some students, especially foreign-born, have trouble making the R sound.

**S:** It is a sound that can be sustained. It is the same sound as the soft C. The S often sounds like Z at the end of a word (rose, cars). The S can be silent (corps, debris, island).


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**T:** T is a consistent sound. It can be silent (depot, often, castle).

**V:** It's a consistent sound that can be sustained.

**W:** Does not sound like its name. It often serves as a vowel. It can be silent (sword, answer, who), and it is almost always silent in the combination WR (write, wrap).

**X:** X makes the **/ks/** sound at the end of words such as box and six. It may sound like **/z/** at the beginning of words like xylophone or Xerox or may say its name as in x-ray.

**Y:** At the end of a one-syllable word, it makes the long i sound (my, cry). At the end of a two-syllable word, it makes the long e sound (baby, city).

**Z:** It's a consistent sound that can be sustained.

## Consonant Word List

| | | | |
|---|---|---|---|
| a | | n | name |
| b | bird | o | |
| c | car | p | piano |
| d | door | q | quart |
| e | | r | rose |
| f | fish | s | start |
| g | gas | t | toe |
| h | hello | u | |
| i | | v | vase |
| j | jello | w | wagon |
| k | kite | x | tax |
| l | label | y | yarn |
| m | man | z | zebra |



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***A blend is a string of two or three consonants which blend together yet retain their original sounds.***

## *Blends*

A blend is a string of two or three consonants (bl, str) which blend together yet retain their original sounds.

## *Initial Blends*

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| The blends with l | bl | cl | | fl | gl | pl | | | |
| The blends with r | br | cr | dr | fr | gr | pr | tr | | |
| The blends with w | | | dw | | | | tw | | |
| The blends with s | sc | sp | st | sk | sm | sn | squ | sl | sw |
| The triple blends | scr | spr | str | spl | | | | | |
| The digraph blends | shr | | thr | | | | | | |

## *Teaching Blends*

There are two main options for teaching blends:

- Select a published adult beginner book that includes instruction on blends. Supplement the activities in the book with extra words.
- Develop a file or list of key words to help the student practice and remember the sounds of the blends.

1. Generate a list of words that begin with a selected blend. Any reading selection can be used as a source of words to start the list. Consider words of personal significance to the student.
2. Help the student read the list and isolate the sounds at the beginning of the words.
3. Reread the list with the student, emphasizing the blend.
4. After introducing a sound, provide practice for your student either by following an instructional series or by developing your own exercises.



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## *Digraphs*

A digraph is a pair of consonants that forms a new sound. The original sounds of the letters are lost.

**CH:** Makes a fairly consistent sound. Sometimes the H is silent (echo, mechanic) and sometimes CH sounds like SH (chef, Chicago, pistachio). The CH is silent in the word "yacht."

**GH:** It can have 3 different sounds:

**GH as F:** Tough, rough, enough, cough, laugh, slough

**GH as G:** ghost, spaghetti, ghetto, dinghy, aghast

**GH silent:** dough, through, eight, caught, straight, night

**NG:** You cannot hear a true N or G sound. Teach this sound by using word families (-ing, -ang).

**NK:** A combination of a digraph (NG) and a K sound. The sound is really NGK. Teach this sound by using word families (-ink, -ank).

**PH:** Has the same sound as F (phone, photograph, physical, alphabet).

**SH:** A consistent sound that can be sustained.

**TH:** There are actually two TH sounds:

**Unvoiced:** Soft and whispered (thank, three, thumb)

**Voiced:** Buzzy (this, these, they)

Put your fingertips on your throat as you make the sounds to feel the difference or your hands over each ear to hear the difference. Dictionaries distinguish between the two sounds with slightly different symbols.

Most students do not need to know that two TH sounds exist.

**WH:** While many people pronounce WH the same as W, some people pronounce the WH like an HW, putting a subtle puff of air before the W.

Most students do not need to know that two WH sounds exist.

***A digraph is a pair of consonants that forms a new sound.***



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## ch

children
check
chin
chest
church
cheek
change
cheer

## ng

sing
bring
wing
ring
wrong
spring
song
rang

## sh

shoe
she
short
shut
shell
ship
shall
shirt
show
shovel
shower
shout
sharp
sheep
shelf
shift
shin
shine
shimmer

## th

the
that
this
their
these
them

three
thirty
thing
third
thumb
thunder
thread
thick
thought
thank
Thanksgiving
Thursday

## ph

photo
phonics
pharmacy
physician
phrase

## wh

white
where
what
when
which
why
wheel
while
whether
whistle

## 3-D Flashcards

The digraph sounds are sometimes difficult for students to learn. Using three-dimensional flashcards is a good way to help the student remember the sound. They provide an opportunity to utilize the visual, auditory, and kinesthetic/tactile learning styles.

**shell**

1. Select word to be learned.
2. Print the word on a 5 x 8 flashcard.
3. Glue physical item to flashcard.

   Student utilizes multisensory approach to learn word.

3-D Flashcards can be easily stored in a regular 5 x 8 card file.


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## *VOWEL SOUNDS*

There are five vowels: A, E, I, O, U (and sometimes Y and W).

Every word has at least one vowel.

Each vowel has two main sounds: a short sound and a long sound. A vowel should generally be considered short unless there is some sign or signal to tell you it is long.

***Each vowel has two main sounds: a short sound and a long sound.***

**The vowel sounds are more difficult to learn because:**

- They have several different sounds.
- Some sounds are almost alike.
- Sometimes it is difficult to tell which sound to use in a new word.

### *The eighteen vowel sounds in English*

| 5 SHORT | 5 LONG |
|---|---|
| a (apple) | a (ate) |
| e (echo) | e (eat) |
| i (in) | i (ice) |
| o (olive) | o (oats) |
| u (up) | u (use) |

| 3 R-CONTROLLED | 5 OTHER |
|---|---|
| ar (art) | aw/au (awful) |
| er/ir/ur (urgent) | oy/oi (oil) |
| or (or) | ow/ou (out) |
| | oo (boot) |
| | oo (book) |



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## *SHORT VOWELS*

Start with short vowel sounds. Introduce one vowel sound at a time. Provide practice for your student either by following an instructional series or by developing your own exercises using short vowel word families.

The words below may help your student hear the difference between the short vowel sounds.

| SHORT a | SHORT e | SHORT i | SHORT o | SHORT u |
|---|---|---|---|---|
| apple | echo | itch | October | umbrella |
| answer | end | in | octopus | umpire |
| ant | exit | is | olive | unlucky |
| angle | exercise | it | opportunity | ugly |
| ad | evidence | Indian | operation | uncle |
| animal | episode | igloo | optical | under |
| axle | elevator | inch | object | understand |
| actress | escalator | interception | occupation | us |
| ask | elephant | infield | octane | up |
| ashes | egg | injury | opposite | upset |

## *LONG VOWELS*

Introduce one vowel sound at a time. Provide practice for your student either by following an instructional series or by developing your own exercises using long vowel word families.

The rules on the following page will help you to determine if the vowel should be long. The list of words following the rules will provide your student with practice in hearing long vowel sounds in words.

In long vowels, the name of the letter and the long vowel sound are the same.


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## *Long Vowel Rules*

**An E at the end of a word makes the vowel long.**

| | |
|---|---|
| not | note |
| kit | kite |
| rod | rode |

**When two vowels are together, the first vowel is long and the second vowel is silent.**

| | | |
|---|---|---|
| seat | coat | maid |
| beef | bean | toad |
| loan | toast | bait |

**A vowel at the end of a syllable is usually long.**

| | | |
|---|---|---|
| ba/con | go | ba/by |
| A/pril | e/ven | i/dea |
| o/pen | o/ver | he/ro |

| LONG a | LONG e | LONG i | LONG o | LONG u |
|---|---|---|---|---|
| able | each | idea | open | use |
| ace | eek | I'll | over | usual |
| ache | easy | iris | omit | unit |
| aide | eat | I'm | owe | union |
| aim | eel | item | oatmeal | uniform |
| ape | ego | icy | own | unison |
| apex | ether | Irish | obey | unicorn |
| ate | east | iodine | Ohio | useless |
| agency | either | Iowa | oak | universe |
| alien | even | ideal | odor | ukulele |



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## *Other Vowels*

- Introduce one new vowel sound at a time.
- Use words that are part of your student's sight word vocabulary as examples.
- The words below may help your student practice these new sounds.
- These vowel combinations are best learned by using word families.

### R-Controlled Vowels

| ir | er | ur |
|---|---|---|
| girl | her | urchin |
| girdle | sister | urge |
| sir | fern | furniture |
| stir | member | murder |

| ar | or |
|---|---|
| farm | or |
| arm | orbit |
| are | orchestra |
| artist | bore |
| Arthur | ornament |


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| oo | oo |
|---|---|
| book | broom |
| good | ooze |
| stood | school |
| crook | food |
| shook | boot |

| al | au | aw |
|---|---|---|
| all | auction | awful |
| always | August | awkward |
| also | author | awe |
| call | autumn | lawn |
| already | automatic | claw |

| oi | oy |
|---|---|
| oil | boy |
| join | oyster |
| avoid | joyful |
| coin | boycott |
| rejoice | enjoy |

| ou | ow |
|---|---|
| ouch | how |
| out | now |
| our | brown |
| loud | cow |
| about | down |



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## *Preparation*

Before attempting word families, your student must know the consonant sounds and how to rhyme. Most students understand rhyming after being given a few examples. If your student has trouble, do not teach word families yet.

## *Procedure*

1. Select a word family pattern from words your student knows.

2. Write the pattern and ask your student to read it.

   If your student hesitates, say "at."

3. Write a rhyming word underneath. Ask the student for the word. If the student doesn't know the word, supply it.

4. Keep going.

5. Have the student reread the list.

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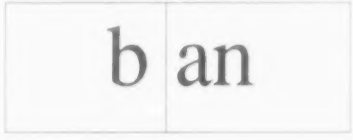
## *Variations*

- Keep each word family on a separate file card for easy reference and review.
- For extra review, point to words in random order on the list.
- Include nonsense words. (Do not use nonsense words with students learning English as a Second Language.) Explain to your student that some of the words are not real words, but may be part of longer words.

| | | |
|---|---|---|
| **mem** | is part of | member |
| **tem** | is part of | temperature |
| **lem** | is part of | lemon |

- Make flashcards for each family (-ap, -ell, -ot, etc.). Make another set of cards for each consonant, blend, or digraph. Place the consonant cards in front of a family and flip through the letters.

- Get a set of index cards that have a spiral binding and cut the cards as shown below. Use the right hand side for the family and the left hand side for the consonants, blends, and digraphs.

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To help the student understand the meaning of the words generated using word families, use the words in context. For example:

### can

I bought a **can** of coffee.
I **can** do that.

### pop

Bring me a bottle of **pop** from the store.
Before the light bulb burned out, there was a loud **pop**.

### wave

The large **wave** crashed on the shore.
**Wave** to all the people.

***When your student gives an incorrect definition, use the opportunity to show both spellings and explain the difference.***

Asking for definitions also clarifies the subtle sound differences between such words as PEN and PIN, or BAN and BAND. When your student gives an incorrect definition, use the opportunity to show both spellings and explain the difference.

**Word families are also used to:**

- Enlarge the student's reading vocabulary.
- Teach spelling skills.
- Prepare the student for using longer words.
- Prepare the student to read independently.


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## *How to Teach Syllables*

The use of syllabication is one key that many skilled readers use in unlocking multisyllabic words. It is a skill that will enable new readers to begin to decode more complex material.

Syllables are taught as part of phonics because syllabication affects vowel sounds. Each syllable must have one and only one vowel sound.

Listed below are the basic **traditional** rules.

**Rule 1:** A consonant between two vowels usually goes with the second vowel unless the first vowel is accented and short.

**be/gin** **cab/in**

**Rule 2:** Consonants between vowels are divided unless they are a blend or digraph.

**sil/ver** **pro/phet**

**Rule 3:** When three consonants are between two vowels, divide between the blend or the digraph and the other consonant.

**ar/cher** **tan/trum**

**Rule 4:** Prefixes always form separate syllables.

**dis/close** **pre/pare**

**Rule 5:** Always divide compound words.

**foot/ball** **sea/plane**

**Rule 6:** Final **le** picks up the preceding consonant to form a syllable.

**a/ble** **prin/ci/ple**



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The three simple rules below are a combination of the rules on the previous page. You may wish to teach the traditional rules to the more advanced student.

**THE TWO-CONSONANT RULE**

If there are two consonants between the vowels, divide the word between the consonants.

in/to • • les/son • • traf/fic • • fen/der • Δ

Do not divide blends or digraphs.

bash/ful • ~ • em/blem • ~•

**THE ONE-CONSONANT RULE**

If the word has only one consonant between two vowels, divide the word before the consonant. The vowel is long.
The letter 'y' in the middle or the end of a word acts as a vowel.
The combinations -tion and -sion are one syllable.

la/dy • • ba/con • • pro/mo/tion • • •• fe/male • •

**THE ONE CONSONANT 'OOPS' RULE:**

Sometimes the above rule for one consonant does not work. When that happens, divide the word after the consonant. The vowel is short.

lem/on • • vis/it • • sec/ond • • ov/en • • trav/el • •

The following steps will help in the teaching of three simple syllabication rules.

1. **Mark the vowels (•)**
2. **Cross out final 'e'**
3. **Mark 'r' controlled vowels Δ**
4. **Mark digraphs and blends ~**
5. **Divide the word according to the rules above.**


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Divide the following words into syllables.

**Example**

introducing in|tro|du|cing

funny _____

napkin _____

midnight _____

compete _____

pretend _____

independent _____

thunderstorm _____

silverware _____

vacation _____

remember _____

comprehend _____

inspection _____

See page 95 for the answers.



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*A compound word is made by putting words together.*

## *Compound Words*

A compound word is made by putting words together.

| | | | | |
|---|---|---|---|---|
| shoe | + | lace | = | shoelace |
| paper | + | back | = | paperback |
| work | + | room | = | workroom |

Tutors can use compound words to help the student

- Understand the concept of syllabication
  **drug / store**
- Bridge the gap from single syllable word families to more complex words
  **lone** **lonesome**
- Increase comprehension by using the word(s) within words to extract meaning
  **never/the/less**

Compound words are found on page 219.

## *Contractions*

Our spoken language blends words and letters together. Contractions are an example. Contractions are two words combined together. An apostrophe substitutes for the missing part.

**do + not = don't**

Adult new readers use contractions as a natural part of their spoken vocabulary and will see them frequently in print. English as a Second Language students find it difficult to use contractions.

Word lists to study are found on page 230.


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## Did you remember all the steps?

1. **Mark the vowels (•)**
2. **Cross out final 'e'**
3. **Mark 'r' controlled vowels Δ**
4. **Mark digraphs and blends ~**
5. **Divide the word according to the rules.**

| | |
|---|---|
| funny | fun\|ny |
| napkin | nap\|kin |
| midnight | mid\|night |
| compete | com\|pete |
| pretend | pre\|tend |
| independent | in\|de\|pen\|dent |
| thunderstorm | thun\|der\|storm |
| silverware | sil\|ver\|ware |
| vacation | va\|ca\|tion |
| remember | re\|mem\|ber |
| comprehend | com\|pre\|hend |
| inspection | in\|spec\|tion |

See page 93 for the questions



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# Notes


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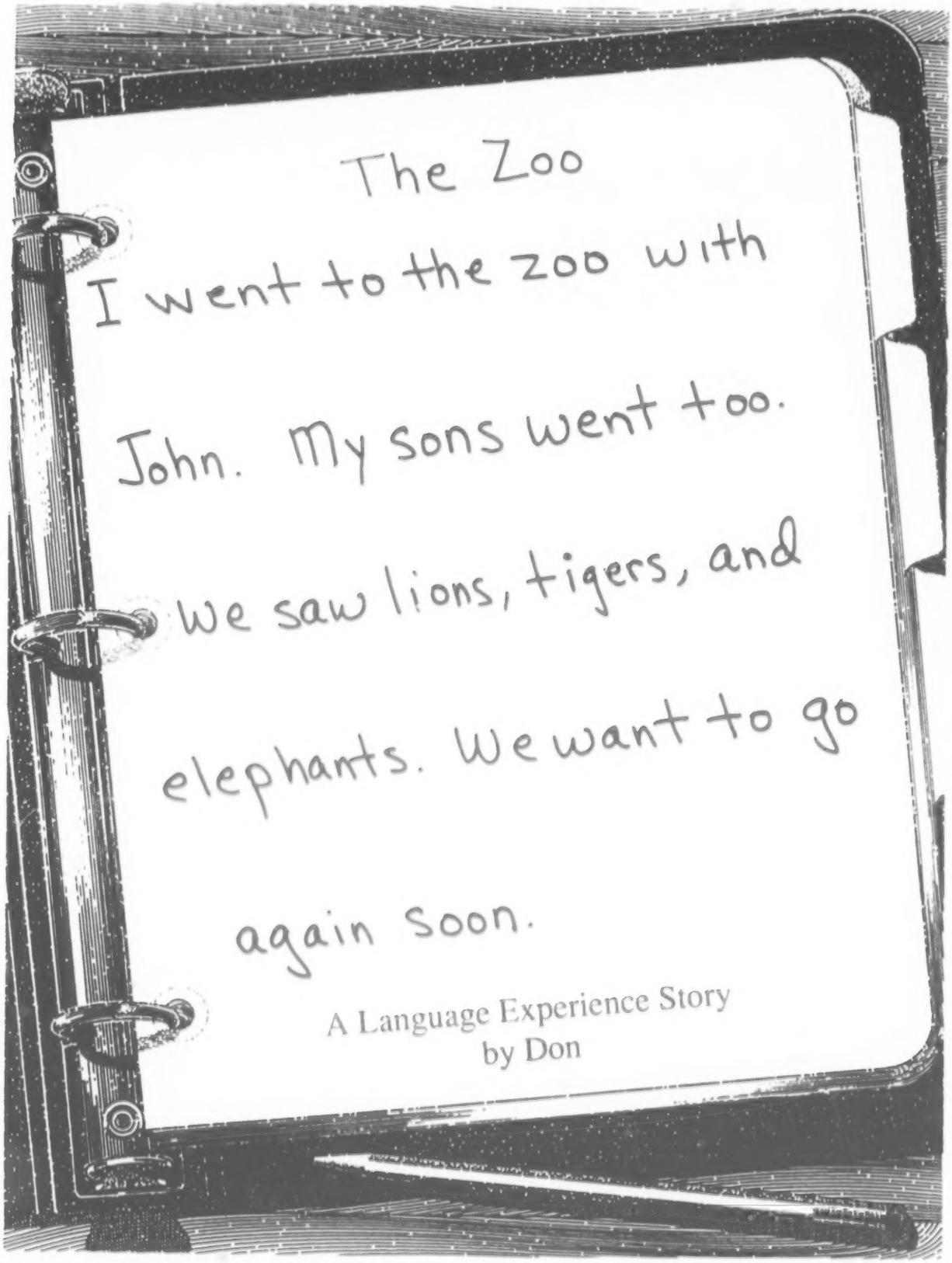




# Creating Text

# Section 5

# CREATING TEXT

**Reader + Text + Context = Reading**

*There is no greater power than being able to put one's thoughts in print.*
***Writing brings empowerment.***



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# CREATING TEXT


- Introduction to Penmanship 101
- Manuscript and Cursive Styles 102
- Introduction to Spelling 107
- Spelling and Writing Strategies 109
- Introduction to Language Experience Activities 115
- Using Language Experience Activities in Spelling and Writing 116



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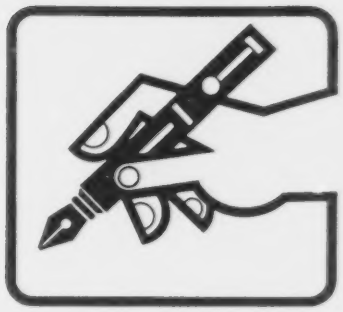
# Introduction to Penmanship



In order to function in today's society, it is necessary to be able to communicate in a written form.

This communication may be:

- a note to a child's teacher
- a job application
- a check
- a grocery list
- a thank you letter

Adults should be able to write in both manuscript and cursive forms, depending upon the type of communication.

Students need to realize the goal for adult penmanship is *legibility*. Each adult develops a personal style of writing. The student is the final judge.

**Tips On Penmanship**

- Beginning writers should use a pencil. Later exercises can be copied in ink.
- Practice sessions should be limited to 10 minutes. Beginning writers experience fatigue and hand cramps.
- Show the student various samples of penmanship from real life. Let the student select the model to follow.
- Some students find it helpful to trace large examples of the letter to visualize the form.

**Practice • Practice • Practice**



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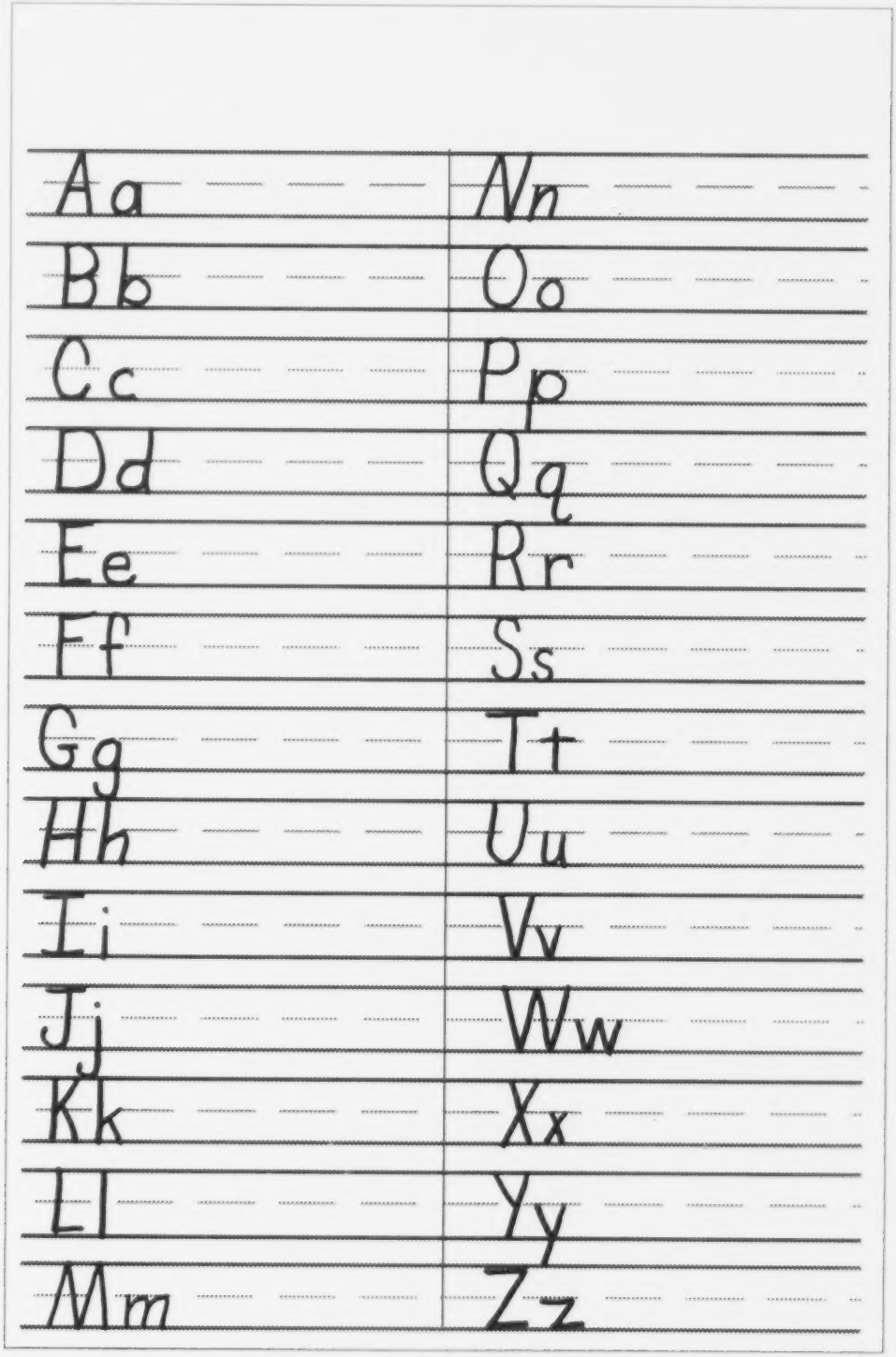


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My name is Don.
I am learning to print.
John is my tutor.
He has very good printing.
It is hard to print small.
I need to write orders at work.
I practice writing every day.
ol is my hardest letter.
ol ol ol ol

May 5, 1989



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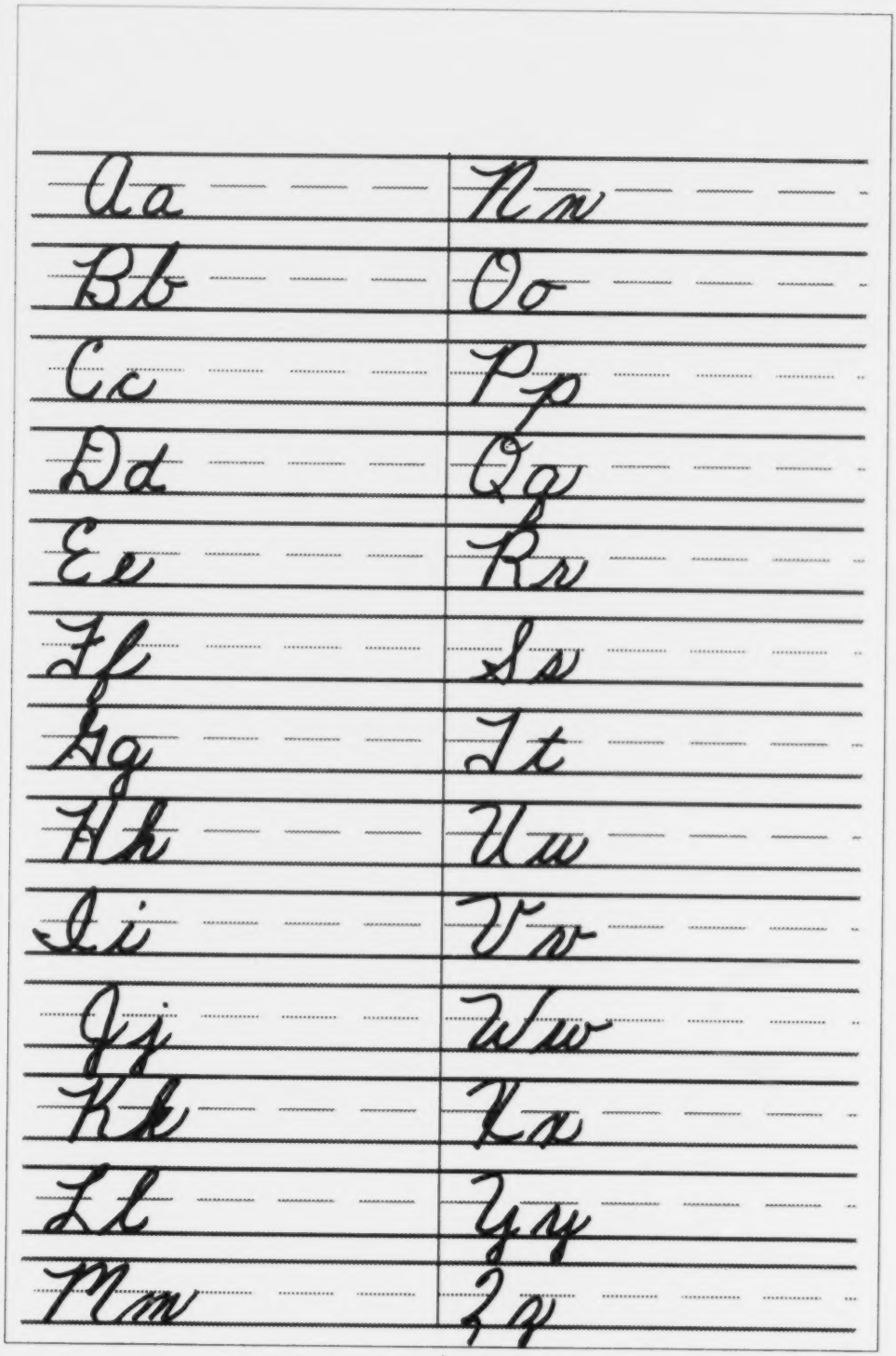
# The Alphabet in Cursive



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I'm Eddie and my writing is not great! When I write the letters don't always go the way I want. It takes too long to write neatly. My hand starts to hurt. Margaret says I hold my pen too tightly. I want to be a waiter. I know I must learn to write faster and be neat so the cook can read my orders.

April 12, 1989



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# Student Example in Cursive

My name is Maria and I am learning to write in cursive. It is very frustrating and I get tired quickly. I still need paper with big lines and lots more practice. I am sure that with Cassie's help and patience, someday, I will be able to write just like everybody else and not be embarrassed at work.

June 11, 1989


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Spelling is the formation of words from letters according to accepted usage.

## Spelling instruction involves two steps:

- The student must recognize the sequence of letters that composes that word.
- The student must have at least a general idea of the meaning of the word.

### CONCRETE

Concrete words (objects), may easier to master and they can be selected from Language Experience Stories or from the published materials that your student is using. Adults can learn names of family and friends, words from work, street names, etc... to begin a "bank" of spelling words.

### FUNCTION

Function words, such as "what", "this", "is", "for", are harder to master and require more repetition. These words are best practiced in real writing activities. You will find that your student's spelling skills will progress more rapidly if there is a purpose for the writing task.

### PRACTICAL APPLICATIONS OF SPELLING

Filling in a calendar, date book, or address book; writing a note to a friend or family member; sending a birthday card; ordering something from a catalog; writing a grocery list; etc... all provide practical ways for your adult student to use spelling words learned and add new words to the student's word bank.

### SPELLING NEEDS

The tutor can use the **Spelling** exercise of ***Where to Start*** to help determine the needs of the student. There are many ways to teach spelling and the following sequence of skills should be adjusted to meet the individual needs of the new writer.

***Spelling is the formation of words from letters according to accepted usage.***



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## *Spelling Checklist*

### *Beginning Level:*

- Writing of initial consonant sounds (page 184)
- Spelling Beginning Sight Words (page 227)
- Spelling Beginning (short vowel) Word Families (page 192)
- Writing personal information (name, address, ...)
- Completing Beginning Guided Writing exercise

### *Intermediate Level:*

- Spelling Intermediate (long vowel) Word Families (page 198)
- Spelling Beginning and Intermediate Word Families using blends and digraphs (page 192 - 207)
- Spelling Intermediate Sight Words (page 227)
- Spelling 100 Most Frequent Words (page 229)
- Adding endings to known words (-s, -ed, -ing)
- Completing Intermediate Guided Writing exercise

### *Advanced Level:*

- Spelling Advanced Word Families (complex vowel combinations) (page 215)
- Spelling Compound Words and Contractions (page 219 - 222)
- Spelling Advanced Sight Words (page 228)
- Adding more complex endings (-tion, -sion, ...) to known words
- Spelling multisyllabic words
- Dictionary skills
- Completing Advanced Guided Writing exercise

The following Strategies can be used to help your student with spelling.


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## Recorded Spelling

## Strategy 21

**Rationale:** Provides easy, private practice for spelling.

**Materials:**

tape recorder

paper

pencil

**Procedure:** Tutor tapes a spelling list generated from discussion with student. "What words do you need to learn to spell?"

The tutor records the words using the following format:

1. Say the word.
2. Use the word in a sentence.
3. Say the word again.
4. Pause long enough for the student to write the word (about 15-20 seconds).
5. Record 10 words using this format.
6. Spell each word at the end of the fifth word for a self check.



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# Strategy 22

## Spelling Patterns

**Rationale:** Use of rhyming words enables the student to use visual and auditory clues for spelling success.

**Materials:** Lists of word families from **LITSTART** Appendices.

**Procedure:** Tutor dictates a spelling list derived from word families.

| at | own | ight |
|---|---|---|
| bat | down | light |
| cat | gown | might |
| hat | town | night |
| mat | clown | right |
| pat | drown | sight |
| sat | frown | tight |



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## Ways to Practice

# Strategy 23

**Rationale:** Incorporates all the senses in learning to spell.

**Materials:** pencil
paper

**Procedure:**

1. Tutor says a word.
2. Student says the word.
3. Tutor repeats word and writes it for student to see.
4. Student closes eyes and tries to picture word.
5. Tutor asks student to trace word on the table (allows student to look at the word while tracing it if needed.)
6. Student then writes the word on a piece of paper.
7. Tutor makes corrections as needed and repeats process until mastery.
(Limit exercise to 10 minutes.)



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# Strategy 24

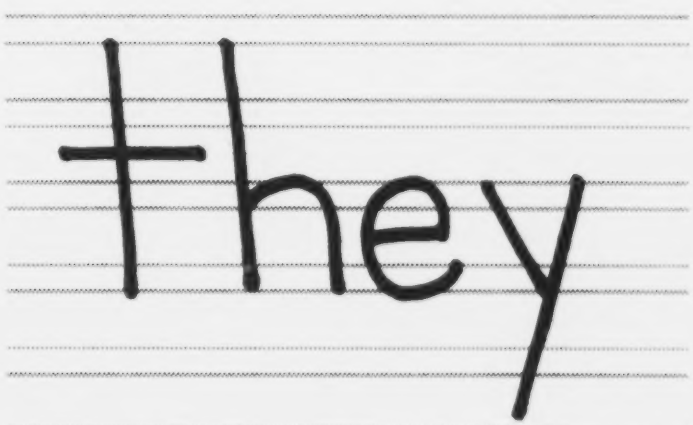
## 3 Steps to Spelling

**Rationale:** Provides more practice.

**Materials:** Paper and pencil

**Procedure:**

1. Tutor writes word to be learned on large sheet of paper.
2. Student traces word.
3. Student covers word and writes it. (Repeat step 2 if necessary.)





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## Hangman

## Strategy 25

**Rationale:** Provides a relaxed atmosphere for sustained practice. Students may begin to discover patterns in words and develop strategies they haven't used before.

**Materials:** Pencil

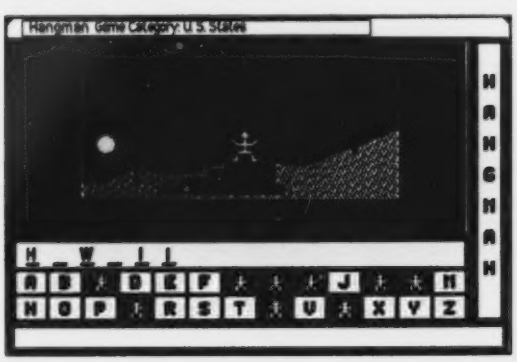
paper

**Procedure:**

1. Tutor chooses one of the student's spelling words and draws a blank to represent each letter in the word.
2. The student starts guessing letters to fill in the blanks.
3. For each letter missed the tutor puts a body part on the man.

   If the man is completed before the student guesses the word, the man is hung and the tutor tells the student the word or begins to fill in the blanks so the student can guess.

*Hangman is also available on computer software.*



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# Strategy 26

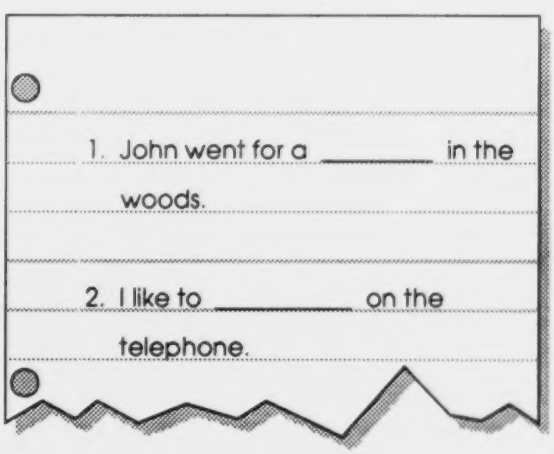
## Cloze Procedure

**Rationale:** Provides a review for spelling words.
Provides context for spelling words.

**Materials:** Prepared Lesson Worksheet

**Procedure:**

1. The tutor prepares a sheet of sentences, each containing a blank where the student can write in the missing spelling word.
2. The student fills in each blank.
3. If the student cannot supply the word based on context, the tutor should say the word.

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Language Experience Activities (LEAs) are an important part of the tutoring process. They allow the tutor and student:

- to generate and use text containing words that are in the student's oral vocabulary.
- to draw on material familiar to the student.
- to address topics of immediate need to the student.
- to experience immediate success with language.

Language Experience Activities can be used anytime. They provide flexibility and strength to the lesson structure. A faltering lesson can be saved by an LEA.

LEAs can be modified to fit the individual student's needs and interests. LEAs should be used with all students.

Keep a file of the language experience stories written by the student.

- They provide excellent material for future lessons. They can be used for reading, writing, and spelling. One language experience story can be the content for another one.
- They provide a way for the student to measure progress. Part of a lesson can be spent rereading language experience stories. Students are amazed at how fast their reading and writing improve using Language Experience Activities.



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# Strategy 27

## Guided Writing (Beginning)

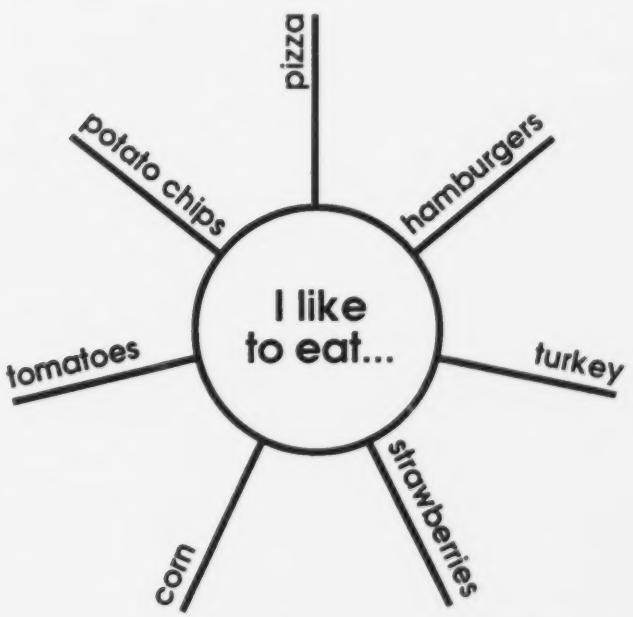
**Rationale:** Allows a beginning level student to experience success with writing

**Materials:** pencil / pen

paper

**Procedure:**

1. Student supplies topic.
2. Tutor supplies words or phrases to make a word map.



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3. The student creates text from the map.
4. The student reads the sentences written.

I like to eat pizza.

I like to eat hamburgers.

I like to eat turkey.

I like to eat strawberries.

I like to eat corn.

I like to eat tomatoes.

I like to eat potato chips.



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# Strategy 28

## Guided Writing (Intermediate)

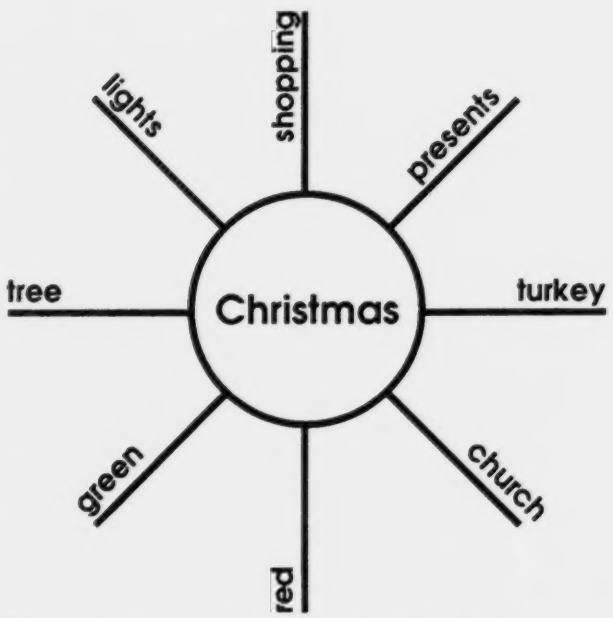
**Rationale:** Allows the intermediate student to experience success with writing.

**Materials:** Pencil/pen

paper

**Procedure:**

1. The tutor picks a word or phrase and writes it in the center of the paper.
2. The student supplies words that come to mind about the topic.





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3. The tutor places the words on a word map.
4. The student uses the map to write a story.
5. The student reads the story to the tutor.

At Christmas time my brother and I like to go shopping for presents. We trim each tree in our yard with red and green lights. We buy a turkey for Christmas dinner. The whole family goes to church on Christmas.



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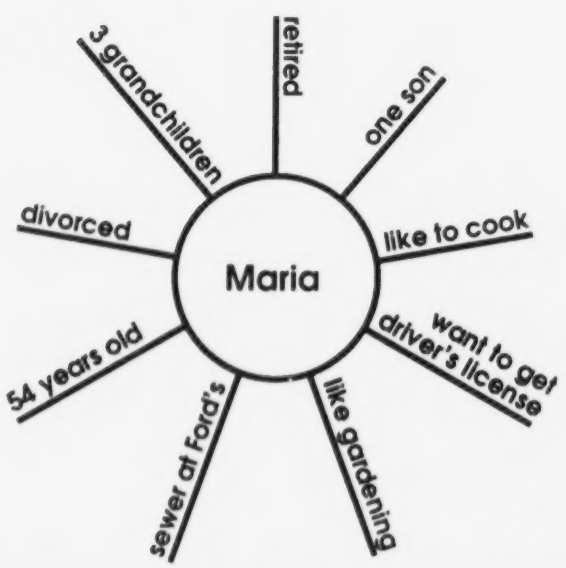
# Strategy 29

## Guided Writing (Advanced)

**Rationale:** Provides an oppportunity for an advanced level student to experience success with writing.

**Materials:**
pencil/pen
paper

**Procedure:**
1. The student supplies a topic.
2. The tutor (or student, if appropriate) prepares a word map.
3. The student uses the map to write a story.
4. The student reads the story.





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I'd like to tell you about myself. My name is Maria and I am 54 years old. I worked at a Ford factory and I've just retired. I've been divorced for the last 15 years and have raised a wonderful son all by myself. He is a college graduate and he has a wife and three wonderful children. I love to have them over and cook. My son says I'm the best cook in the world. I also like to grow and can my own vegetables. After I learn to read better, I want to get my driver's license.



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# Strategy 30

## Word Families

**Rationale:** Extension activity for more practice using the student's own words.

**Materials:** Index cards

**Procedure:**

1. Choose words from a story that can be made into word family lists. See the appendices for possible examples.
2. Make word cards for each new word.

### Beginning

From Don's story, ***"I like to Eat"***

**chips** tips lips dips rips

### Intermediate

From Eddie's story, ***"Christmas"***

**tree** bee see free flee

**light** right night might tonight

### Advanced

From Maria's story, ***"Maria"***

**like** bike dislike strike spike

**cook** book took look shook mistook



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## Scrabble

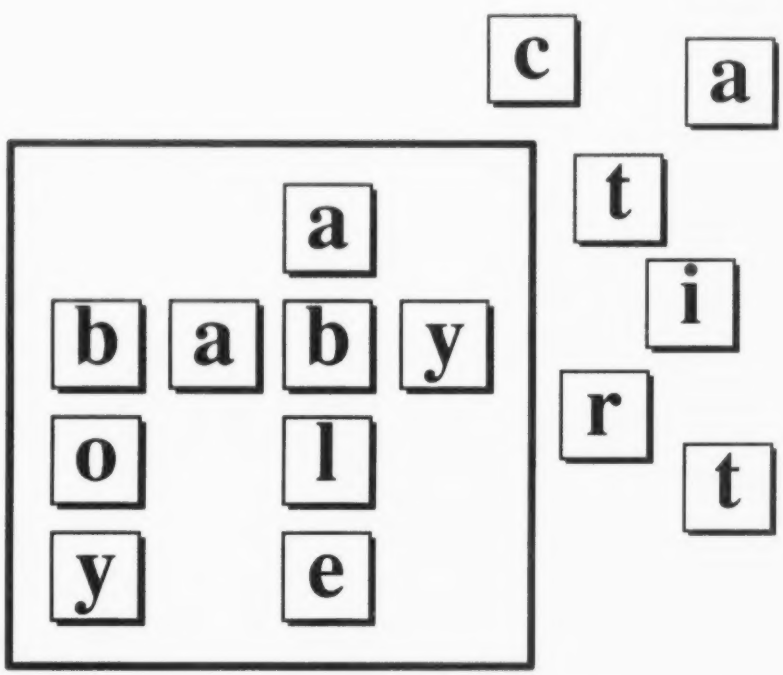
# Strategy 31

**Rationale:** Reinforces spelling and writing skills using a tactile approach.

**Materials:** Scrabble tiles

**Procedure:**

1. Student and tutor take turns creating words using tiles.
2. Student and tutor try to create a story using the words generated.



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# Strategy 32

## Keeping a Journal

**Rationale:** Shows that writing has a purpose and means communicating thoughts and ideas. Allows tutor and student to get to know each other and provides a record of student progress.

**Materials:** 2 notebooks (one for the tutor and one for the student)

**Procedure:**

1. Start with a special question.

   *What are you doing for vacation this summer?*

2. Tutor and student each keep a separate journal.

3. At each session tutor and student exchange journals and read each other's thoughts and ideas.

   Spelling errors are ignored unless the student is interested in working on specific words.

4. Tutor and student discuss and agree upon a question for next week's entry.


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## Filling in the Comics

# Strategy 33

**Rationale:** Helps to develop critical thinking and attention to detail, as well as, writing skills.

**Materials:** Comic strip with dialogue whited out.

**Procedure:** Tutor helps student write in the missing dialogue.

CRANKSHAFT By Tom Batiuk and Chuck Ayers

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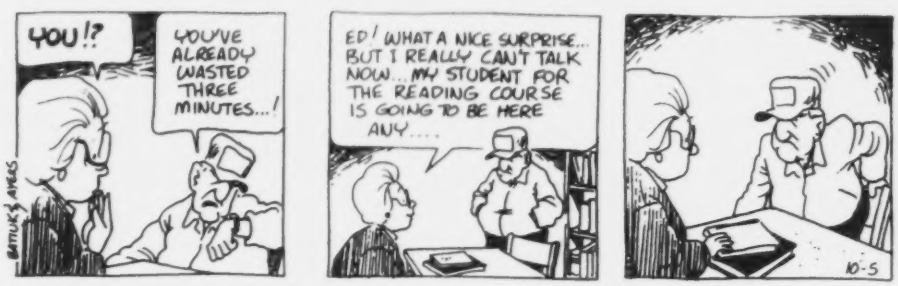
# Strategy 34 Mixed-up Cartoons

**Rationale:** Aids in sequencing of events and developing prediction strategies. Aids in structuring a story.

**Materials:**
Cartoon
Scissors

**Procedure:**
1. Tutor cuts the cartoon into separate boxes.
2. Tutor asks student to put the boxes in the right order.
3. Tutor and student discuss the sequence and possible story ideas.


YOU!?
YOU'VE ALREADY WASTED THREE MINUTES...!
BATIUK & AYERS
ED! WHAT A NICE SURPRISE... BUT I REALLY CAN'T TALK NOW... MY STUDENT FOR THE READING COURSE IS GOING TO BE HERE ANY....
10-5

**CRANKSHAFT** **By Tom Batiuk and Chuck Ayers**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## Written Conversation

## Strategy 35

**Rationale:** Provides additional writing practice for the purpose of communicating thoughts and ideas.

**Materials:**
Pencil
Paper

**Procedure:**
1. Tutor write a question.
2. Student writes the answer. Ignore spelling errors.
3. Tutor keeps asking questions-passing the note back and forth. The challenge is to conduct this exercise with a minimum of conversation.



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# *Strategy 36*

**Rationale:** _____

_____

_____

_____

_____

**Materials:** _____

_____

_____

_____

**Procedure:** 1. _____

_____

2. _____

_____

3. _____

_____



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# *Strategy 37*

**Rationale:** _____

_____

_____

_____

_____

**Materials:** _____

_____

_____

_____

**Procedure:** 1. _____

_____

2. _____

_____

3. _____

_____



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# Notes


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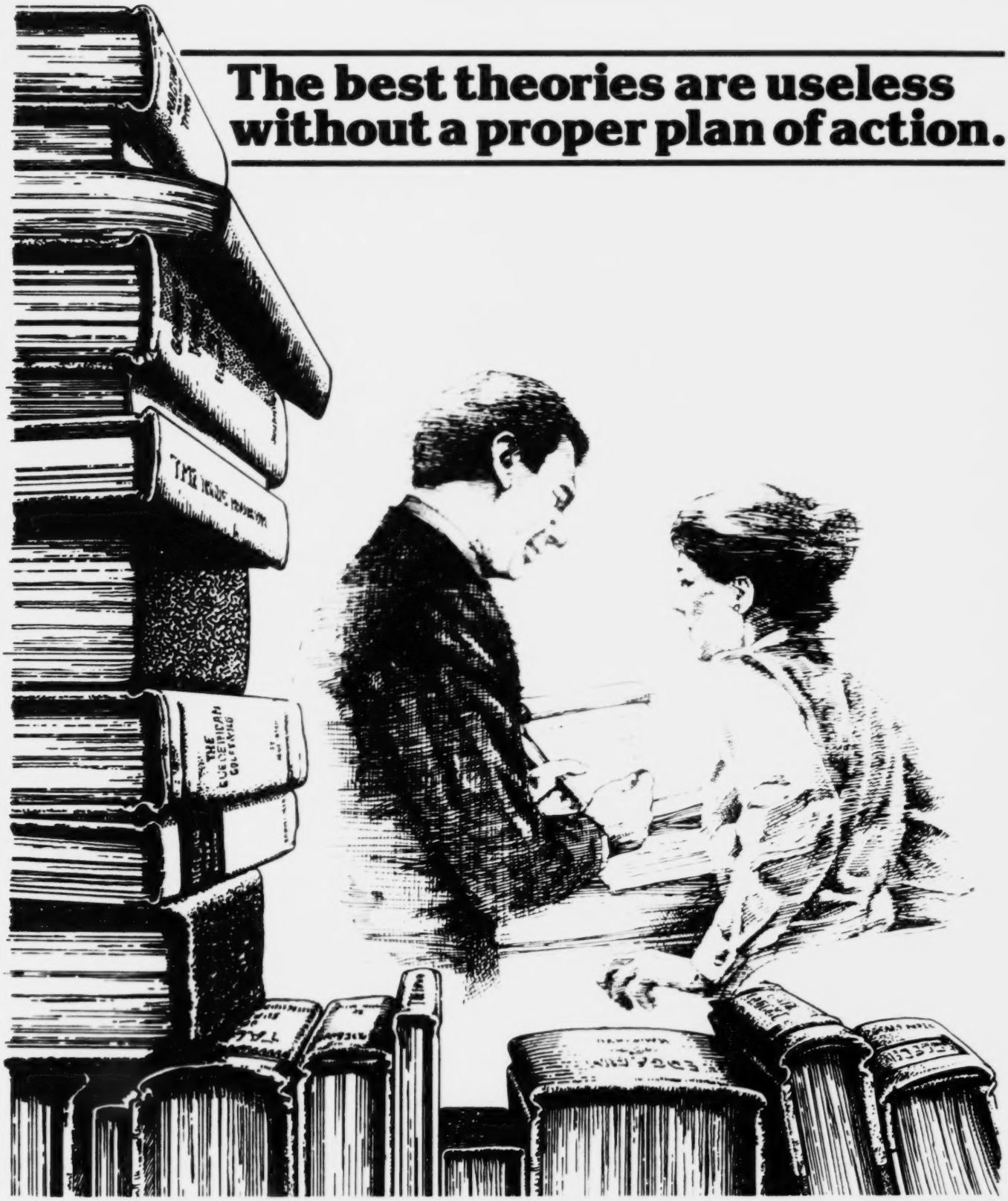


# *The Tutoring Experience*

# Section 6

# THE TUTORING EXPERIENCE

**Reader + Text + Context = Reading**

*The **tutor** is the catalyst in the reading process.*



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# THE TUTORING EXPERIENCE


- ❑ **Welcome** 135
- ❑ **Meet John, Margaret, & Cassandra** 136
- ❑ **Contacting Your Student** 138
- ❑ **First Meeting: Objectives and Outline** 139
- ❑ **Selecting Materials** 141
  - Sources of Reading Materials
  - Everyday Reading Materials
- ❑ **Preparing a Lesson Plan** 144
  - Outline for Preparing a Lesson
  - Lessons for Don, Eddie, and Maria
  - Blank Lesson Plan Form
- ❑ **Beyond Your Second Meeting** 150
  - Certificate of Achievement
  - Tutor Tips
  - Important Memo to Tutors



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# Welcome

Welcome to the world of tutoring! Thank you for caring.

You are needed. Twenty percent of the adults in the United States are functionally illiterate, which means they cannot read well enough to function independently in modern society.

The solution to the problems of illiteracy lies in partnerships. Partnerships between national, state, and local agencies as well as volunteers from your own community provide the financial, material, and people resources to combat illiteracy.

As a tutor you will be establishing a partnership with a new reader. This section of LITSTART will provide you with strategies and support to make this a successful partnership.

You are joining a network of volunteers that spans from coast to coast fighting illiteracy. Enjoy your adventure with your student!



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*The successful tutor is someone who cares.*

## *Meet John, Margaret, and Cassandra*

Tutors, like students, come from diverse backgrounds, diverse educational experiences, and with many different reasons for wanting to be reading tutors. John, Margaret and Cassandra are typical of the thousands of tutors across the United States helping someone learn to read.

Many tutors find they are getting back as much as they are giving.

## *John: Don's Tutor*

**"Don has really become a good friend.
We have shared so many things together.
He is like the son I never had..."**

John is a retired veterinarian who enjoys fishing and wildlife photography. John learned about the literacy program from a poster in his local library. After taking the tutor training, John was assigned to work with Don, a student in adult education. He has been working with Don for the past one and a half years and they enjoy sharing stories about animals. John helped Don get his library card, and he also took Don and his two sons on a guided tour of the zoo.

John has made several trips to Africa to photograph wild animals.


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## *Margaret: Eddie's Tutor*

**"Working with Eddie has been one of the most rewarding experiences in my life..."**

Margaret is close to retirement. She is a waitress and has worked in the same restaurant for the last 25 years. Her student, Eddie, is a dishwasher in the same restaurant. When Eddie had a chance to move from dishwasher to waiter, he confided in Margaret that he couldn't read. Margaret had heard about the literacy program on television. She and Eddie made the phone call together to ask for more information.

She enjoys cooking and likes reading Agatha Christie novels.

## *Cassandra: Maria's Tutor*

**"I saw my mom's excitement when her student learned to read..."**

Cassie heard about the literacy program from her mother who has been a volunteer tutor for the last two years.

Cassie is a first grade teacher in an inner city school. She is unmarried and living with her parents. Cassie decided to become a volunteer tutor when she realized that many of the parents of her students could not read well enough to help with their school work. Cassie and Maria have worked together for the last six months. They meet at Cassie's school after the children have left for the day. Maria has chosen many books from Cassie's school library to read to her grandchildren.



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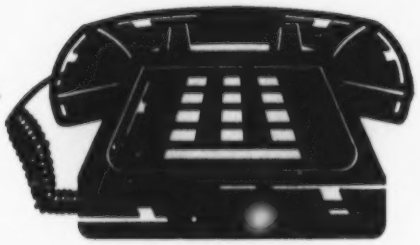

***Your initial contact with your student will usually be over the telephone to make arrangements for your weekly tutoring session.***

## *When your student answers:*

1. Introduce yourself. Ask if this is a good time to talk.
2. Tell the student you are looking forward to working together. Explain that at the first meeting you will talk about the student's particular needs and answer any questions.
3. Select a day and a time that is convenient for both of you.
4. Select a location that is quiet and on neutral ground (library, church, community center, school, college, or business). Small private rooms are best. Avoid meeting in your student's home or your home.
5. Give your student your telephone number, slowly. Ask the student to call if there will be a problem making the session.

## *If your student is not at home:*

Simply leave your name and telephone number. (Sometimes the student's family does not know about the student's reading problem.)

If you need assistance in arranging for a tutoring site, contact your local literacy organization.


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# FIRST MEETING: OBJECTIVES

## *Primary Objective:*

To encourage and reassure your student about the decision to improve reading.

***Possible things to say:***

"I'm here to help you learn what you WANT to learn."

"Don't worry about mistakes. Mistakes help us learn."

"Please ask questions."

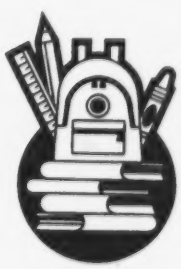
## *Secondary Objective:*

To learn about your student.

You will be most effective as a tutor if you know what your student's goals, needs, interests, and abilities are. This information will help you plan your weekly lessons.

# OUTLINE FOR FIRST MEETING

## *Materials and Supplies*



LITSTART
Lined paper
Pencils, pens, eraser, highlighter
Pocket dictionary
Small cards for experience story (optional)
Carbon paper (optional)
Published materials (Laubach, LVA, others)

## *Introduction*

Smile and introduce yourself.
Make sure you are pronouncing and spelling the student's name correctly.
Explain your purpose. Discuss the student's needs and answer any questions.



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## *Personal Information*

Chat with your student. Get to know your student as an individual. Be interested in the student's life and goals, but do not probe.

***Questions you might ask are:***

How far did you go in school?
Did you like school?
Do you ever read any signs, ads, books, or mail?
What type of work do you do?
Do you have to do any reading or writing at your job?
What would you like to learn?
What is your goal?
What do you do in your spare time?

## *Reading Ability*

Do the ***Where to Start*** exercise (unless you have other information about your student's ability).

## *Spelling Ability (optional)*

If your student would like to try some spelling, use the ***Where to Start*** Spelling exercise.

## *Experience Story*

If time permits, the language experience activity is an excellent icebreaker. This exercise is optional for the first meeting. You may want to use it with an intermediate or advanced student on the first meeting.

## *Conclusion*

- Summarize your findings and what you will try for the next lesson.
- Confirm the time, date, and place of your next meeting.
- Ask the student for questions or suggestions.
- PRAISE the student!


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# PREPARING FOR THE 2nd MEETING

In your first meeting you gathered information about your student's personal background, interests, and goals. You also determined whether the student is reading on the beginning, intermediate, or advanced level.

Your goal is to find materials and activities that will be appealing to your student and help reach the student's goals. This section will focus on how to organize this information into weekly lesson plans.

## *Selecting Materials*

Finding the right reading material for your student is a major key to success. A fascinating, well-written, attractive book can increase progress, inspire new goals, and excite your student about the whole learning process.

Make the student's goal the immediate focus of your lessons. Get the exact materials your student wants to work on such as labels, checks, books, catalogs, etc.

No one can predict which materials will work best for you and your student. Experiment. Get feedback from your student. Try again. The best selection may be a combination of materials. Choose a variety of materials and give the student a choice.

***There are 4 things to consider when choosing materials.***

1. Subject matter ..... Related to student's goals and interests.
2. Reading level ..... Written at student's level.
3. Skills ..... Covers the skills your student needs.
4. Appearance ..... Utilizes pictures, white space, print size.



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# Sources of Reading Material

| | |
|---|---|
| ***Local Literacy Organization*** | Ask your literacy coordinator for policies on borrowing or buying books. |
| ***Public Library's Adult Basic Reading Collection*** | Take your student to the library and encourage the student to get a library card. |
| ***Adult Basic Education (ABE) Program*** | Call your local literacy coordinator, community education office, or school administration for policies on borrowing or buying books. |
| ***Experience Story*** | This strategy can generate a wealth of reading material based on the student's own life and interests. |
| ***Material Publishers*** | You can order some materials yourself. A listing of publishers can be found in the Appendices. |
| ***Yourself*** | Try writing a selection geared to your student's interests and vocabulary. |
| ***Student's Home*** | Encourage your student to bring mail or other reading matter from home or work. |
| ***Children's Books*** | Do not use such books unless your student wants to practice reading to children.<br><br>Some books written for older children are acceptable to adults. This includes books about history, culture, celebrities, or science. Screen all books carefully; make sure the book does not talk down to the reader or use juvenile pictures. |

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# Everyday Reading Materials

The reading materials below are readily available, inexpensive, and may relate to your student's goal.

- Advertisements
  - Department stores
  - Grocery stores
  - Others
- Bills
- Boxes
  - Cereal
  - Other foods
  - Detergent
- Bumper stickers
- Bus schedules
- Calendars
- Catalogs
  - Adult education classes
  - Gift stores
  - Specialties
- Containers
- Cookbooks
- Coupons
- Forms
  - Credit application
  - Job application
  - Insurance
  - Income tax
  - Registration
- Greeting cards
- Identification
- Instruction books
  - Appliances
  - Equipment for job
  - Games
  - Vehicles
- Labels
  - Cleaning products
  - Clothing
  - Food packages
  - Medicine bottles
  - Toiletries
  - Records
- Magazines
- Mail
- Maps
- Membership cards
- Menus
- Newsletters
- Newspaper Articles
  - Advice columns
  - Comics
  - Movie ads
  - Recipes
  - Sports
  - Store ads
  - Want ads
  - Weather
- Notes from school
- Packages
  - Frozen food
- Programs
  - Plays
  - Sports events
- Price tags
- Recipes
- Report cards
- Song lyrics
- Street signs
- Telephone book
- Text books
- TV magazine
- Vending machine instructions
- Wrappers

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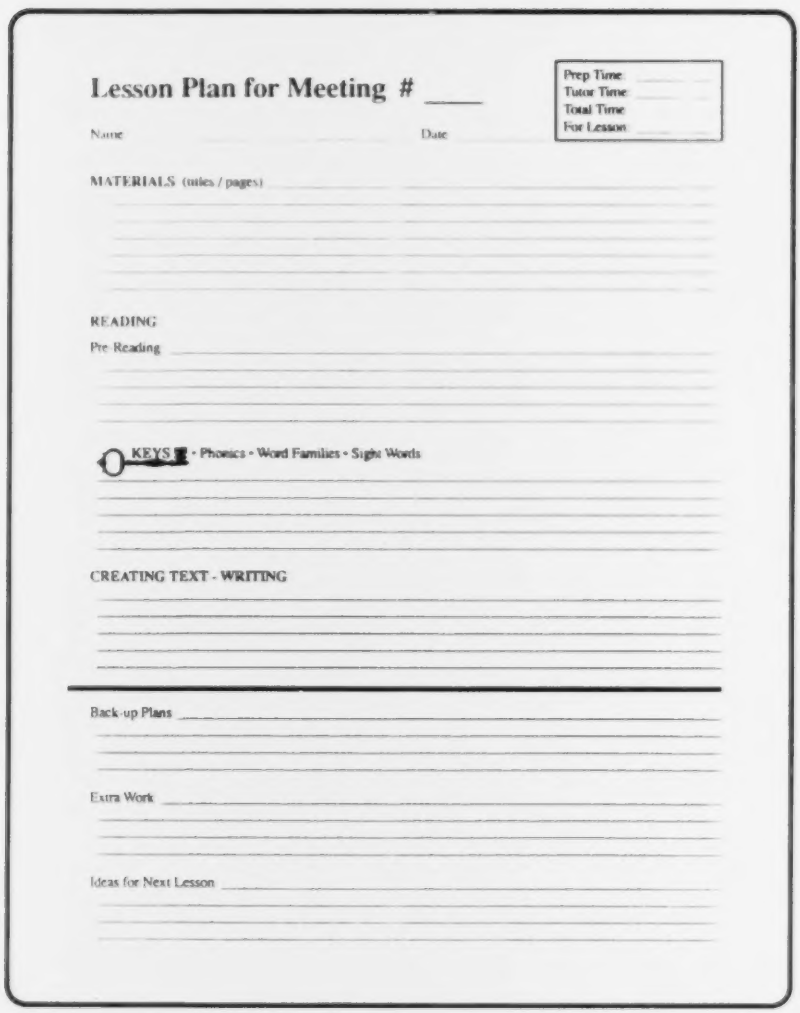
## *Preparing A Lesson Plan*

The weekly Lesson Plan is an annotated outline listing the specific topics that you intend to cover.

The length of your lesson will depend on your student. An hour is the limit of concentration for some students; others can handle two hours or more if they get a break and a variety of activities. Experiment. You and your student may decide to meet more than just once weekly. That will require additional planning.

**The typical Lesson Plan contains three parts:**

1. Reading
2. Keys
3. Creating Text



Lesson Plan for Meeting # ____

Prep Time: ____
Tutor Time: ____
Total Time: ____
For Lesson: ____

Name ____ Date ____

MATERIALS (titles / pages) ____

READING

Pre-Reading ____

KEYS • Phonics • Word Families • Sight Words

CREATING TEXT - WRITING

Back-up Plans ____

Extra Work ____

Ideas for Next Lesson ____

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## *Outline for Preparing a Lesson*

1. Review your materials.

2. Using a blank Lesson Plan form, start with the **Reading** part of the lesson. Write down the titles or page numbers you will cover. (See Section 3.)

3. Read the material to be covered. Think about activities you can use before, during, and after the reading. Make notes about specific words, concepts, or questions on the Lesson Plan form.

4. Think about the **Keys** part of your lesson. Select or modify activities from a book or design your own. On the Lesson Plan form, list specific letters, words, word families, pages, topics, sentences, or exercises. (See Section 4.)

5. Think about the **Creating Text** part of your lesson. Select or modify activities from a book or design your own. List specific items to be covered on the Lesson Plan form. (See Section 5.)

6. If you are using new materials or new activities, make a note on your Lesson Plan form to preview the materials with your student and to get feedback after the exercise.

7. Think about things your student could do at home between sessions. Make notes on the bottom of your Lesson Plan.

8. Review your lesson plan. If there are any topics you are unsure of, review them.

9. Have a back-up plan ready if materials are too difficult for the student.

It is wise, at first, to prepare more material than you expect to cover; better too much than not enough. Also, until you have a thorough understanding of your student's abilities, it is better to design a lesson that is too easy rather than too difficult.



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Don

## Lesson Plan for Meeting # 5

Prep Time: 1 hour
Tutor Time: 2½ hrs.
Total Time For Lesson: 3.5 hrs.

Name Don Date 3/5/88

**MATERIALS** (titles / pages)
Language Experience Story – "I like to eat..."
Word Cards
Focus on Phonics I "P" + "T" "P" on page 8
"T" on page 14

**READING**
Pre-Reading
① Discuss other foods Don likes to eat.
② Make new word cards.
③ Start discussion about work.
④ New LEA story – "Pets I sell are..."

**KEYS** • Phonics • Word Families • Sight Words
Beginning sounds /p/ + /t/
Word family -ip (chips)
Sight words: pizza, prepare, python

**CREATING TEXT - WRITING**
① Rewrite expanded LEA story with new foods.
② Write new sight words for word file.
③ Write new word family words.

John

Back-up Plans Practice name and address form.
Write new experience story on pets

Extra Work Find words in the newspaper that begin with "p" and "t"

Ideas for Next Lesson Have Don bring a feed order form for the pet store. Ask Don if he uses an animal catalog to choose animals to buy. Use it to do Guided Writing exercise.



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## Lesson Plan for Meeting # 10

| | |
|---|---|
| Prep Time: | 45 min. |
| Tutor Time: | 2 hours |
| Total Time For Lesson: | 2¾ hrs. |

Name Eddie Date 4-6-89

MATERIALS (titles / pages) Challenger 1 – Lesson 8
"At the Amusement Park" pp. 28-33
Focus on Phonics 3 – p. 10 (-ake), p. 47 (-oke)
Menu from Jones Bar + Grill

READING

Pre-Reading Talk about an amusement park; if Eddie had a friend who had never been to a park, what would he want to tell him about it? Use story mapping strategy to identify vocabulary and make predictions about story. Read story.

KEYS • Phonics • Word Families • Sight Words
Using -ake or -oke lists in Challenger, have Eddie make up rhyming words to be used for spelling activity. Let Eddie select 5 words from his menu to learn and practice.

CREATING TEXT - WRITING
Discuss activity on p. 33 (writing sentences as half of them together (Eddie does rest for homework). Practice writing orders from menu.

---

Back-up Plans Create an LEA from story map. Select a book from library on a rock singer or group Eddie is interested in.

Extra Work Eddie does exercises 1, 3, 4 (p. 30, 32) at home from Challenger. If he has time, send Focus on Phonics 3 home + do p. 10 + p. 47.

Ideas for Next Lesson Work on writing and reading addresses. Eddie brings address book and telephone directory for writing activity.

*Eddie*

*Margaret*



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*Maria*

## Lesson Plan for Meeting # 2

Prep Time: 30 MIN
Tutor Time: 1½ HR.
Total Time For Lesson: 2 HR.

Name MARIA Date JUNE 10, 89

MATERIALS (titles / pages) LAUBACH SKILLBOOK 4 (LESSON 1) "THE COMPUTER AGE"
DRIVER'S HANDBOOK
LIBRARY CARD APPLICATION

READING

Pre-Reading USE "LET'S FIND OUT" STRATEGY BEFORE READING COMPUTER STORY

USE SQ4R STRATEGY FOR 1ST CHAPTER OF DRIVER'S BOOK — DISCUSS PURPOSE FOR STRATEGY

KEYS • Phonics • Word Families • Sight Words
- DISCUSS ENDINGS FROM P. 7 (SB 4)
- WORK ON COMPOUND WORDS ON P. 6 (USE RAIL/ROAD, STOP/LIGHT, HIGH/WAY AS EXAMPLES)
- CHOOSE LONG U WORDS FROM APPENDIX FOR SPELLING WORDS.

CREATING TEXT - WRITING
- EXAMINE LIBRARY CARD APPLICATION TO MAKE SURE MARIA CAN DO IT — HAVE HER FILL IT OUT
- START LEA STORY ON MARIA'S LIFE. USE MAPPING STRATEGY.

*Cassandra*

Back-up Plans STUDY A LOCAL MAP AND HAVE MARIA IDENTIFY STREETS SHE KNOWS. PICK OUT BOOKS FOR MARIA TO READ TO HER GRANDCHILDREN — INDEPENDENT LEVEL.

Extra Work PRACTICE PRINTING FORM ON P. 5 (SB 4) DO ADDITIONAL EXERCISES ON P. 6 & 7 (CHECK NEXT TIME).

Ideas for Next Lesson HAVE MARIA BRING A BOOK FOR SUSTAINED SILENT READING. REVIEW NEW DRIVING TERMS. BRING IN MORE COMPUTER ARTICLES TO ANSWER GENERATED QUESTIONS.



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# Lesson Plan for Meeting # _____

| | |
|---|---|
| Prep Time: | _____ |
| Tutor Time: | _____ |
| Total Time For Lesson: | _____ |

Name _____ Date _____

**MATERIALS** (titles / pages) _____

**READING**

Pre-Reading _____

• Phonics • Word Families • Sight Words

**CREATING TEXT - WRITING**

SAMPLE

Back-up Plans _____

Extra Work _____

Ideas for Next Lesson _____

# Beyond Your Second Meeting

Your first few meetings will involve much preparation and experimentation. Each lesson will provide you with more data which you can use to make the next lesson even better. Revise your routine as you discover materials and activities that work for you and your student.

If an idea worked, use it again. If it didn't, don't use it. Involve your student in the decision process. As you develop a routine of activities that work for your student, the preparation will take less time. In the beginning, though, it pays to spend the time to prepare thoroughly.

If the student would like to do extra practice or independent work at home, have the student:

- Reread a story
- Read a new story (not too difficult)
- Read with a family member, if appropriate
- Review a list of words that you have practiced together
- Answer written questions about a story that was read
- Do workbook exercises
- Practice penmanship
- Practice spelling words
- Copy words or sentences
- Write in a journal
- Listen to tapes of sounds, words, or a reading

At some point your routine may need to be modified. Your student will either finish the book(s), master the skills, or achieve identified goals, or perhaps you will both be ready for a change. You may wish to evaluate goals, find new materials, or experiment with new activities.

This is a good time to stop, evaluate the student's progress, and officially recognize achievements. Give your student a certificate.


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# CERTIFICATE OF ACHIEVEMENT

*Presented to*

_____

*for the following achievement*

_____

*Congratulations and best wishes for continued success*

*Presented by:* _____ *Date:* _____

Formal evaluation is beyond the scope of this book, but you can conduct informal evaluations every few months. A Progress Check, similar to the ***Where to Start.*** is available for this purpose. Your student needs to see progress in order to maintain motivation at a high level.

When your student reaches a goal, it is a time to rejoice. You and your student are to be congratulated on an outstanding job. Acknowledge this progress with a Certificate of Achievement.

Encourage your student to set new goals. Ask your student, "Is there another goal you would like to reach?"

If you both want to continue together, proceed.

If a new goal involves adult education or specialized course work, you may want to offer your assistance.

Notify your literacy coordinator of the student's progress and whether or not you will continue to work together.



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# CERTIFICATE OF ACHIEVEMENT

*Presented to*

Don Ross

*for the following achievement*

Voted for the First Time

*Congratulations and best wishes for continued success*

*Presented by:* John Martin *Date:* June 22, 1988

Sit beside your student or around the corner of a table; work together.

If you are right-handed, sit on the right when you write or point. However, when the student writes (if right-handed), sit on the left. This gives you both a clear view. If you or your student is left-handed, do the opposite.

Praise; praise; praise! This is a key tutor responsibility. Even routine work should be constantly acknowledged with a "good" or a nod of the head.

Tell your student not to worry about mistakes. Mistakes are helpful; they tell you what to work on. Mistakes are a good way to learn.

When the student makes an error, say "That's close" or "That's a tricky one" or "Try again," rather than "no" or "That's wrong."

When your student misses words, put the blame where it belongs...on the language. Remind the student that English often violates its own rules.

If YOU make a mistake, say so; let your student see that it is okay to make mistakes. If you don't know an answer, say so. Research the answer later if you can.

Strive for 80%-90% success for your student. This means your student is mastering the material being covered. Below this level, the student may experience frustration.

Watch your student's face. If you detect puzzlement, reteach; if you see frustration, change activities; if you see enlightenment, rejoice with the student; if you see pride, build on it.

If you have an idea for your lesson, do what good tutors do: **Try it!** If it works, do it again. If it doesn't work, don't do it again.



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**Superb.**

This is a w[illegible]ner!

Outstanding!

Very fine work.

You're on the mark.

A splendid job.

**Clear, concise, and complete!**

I like your style.

**It looks like you've put a lot of work into this.**

You've shown a lot of patience with this.

*I like how you tackled this.*

This is quite an accomplishment.

**You're on the right track now.**

**How impressive!**

I like the way you've handled this.

**Marvelous.**

**Excellent work.**

You've got it now.

*You're on target now.*



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That's the right answer.

**Beautiful.**

That's right. Good for you.

Nice going.

Congratulations.

**That's a good point.**

You really outdid yourself today.

*What neat work.*

I knew you could do it!!

*Great going!*

**That's it!**

You're really moving.

Topnotch work.

*I appreciate your help.*

You make it look so easy.

You're becoming an expert at this.

You've come a long way with this one.

*Terrific.*

I knew you could do it.

**I like the way you are working.**

Fantastic! Keep up the good work.



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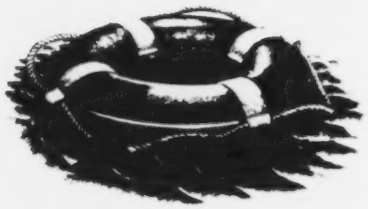
Not sure of what to do?
Lesson not going well?

Don't worry. Relax. Help is here.



Follow these seven steps for a successful lesson.

1. SMILE.
2. HELP THE STUDENT FIND SOMETHING TO READ THAT IS OF INTEREST.
3. HAVE THE STUDENT START READING ALOUD.
4. TELL THE STUDENT ANY UNKNOWN WORDS.
5. ASK QUESTIONS ABOUT THE CONTENT.
6. SAY "GOOD."
7. KEEP GOING.

If you experience continued problems, talk to your literacy coordinator and ask for suggestions.

If you are tutoring independently, reread the tutoring section of this book for possible remedies.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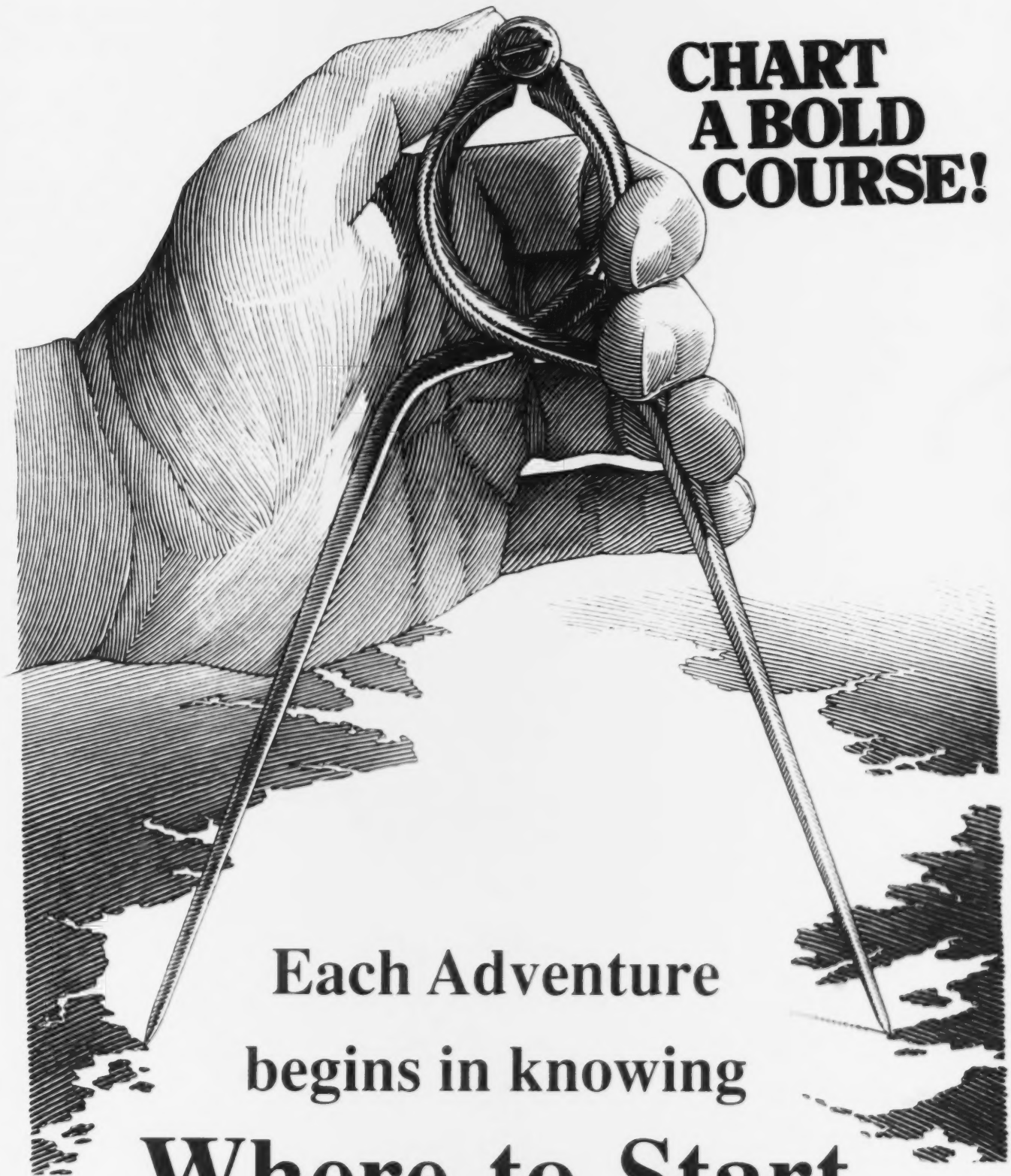


Each Adventure
begins in knowing

# Where to Start

# Section 7

## *Where to Start*

**Reader** + Text + **Context** = Reading

*Developing a Plan of Action is the first step in achieving success in reading.*



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# *Where to Start*


- Plan of Action 161
- Using *Where to Start* Placement Guide 162
  - Informal Interview
  - Reading Passages
  - Writing
  - Spelling
  - Letter Identification
- Tips for the Placement Guide & Progress Check 172
- Students' *Where to Start* Results 173
- Checklists of Reading & Writing Skills 176



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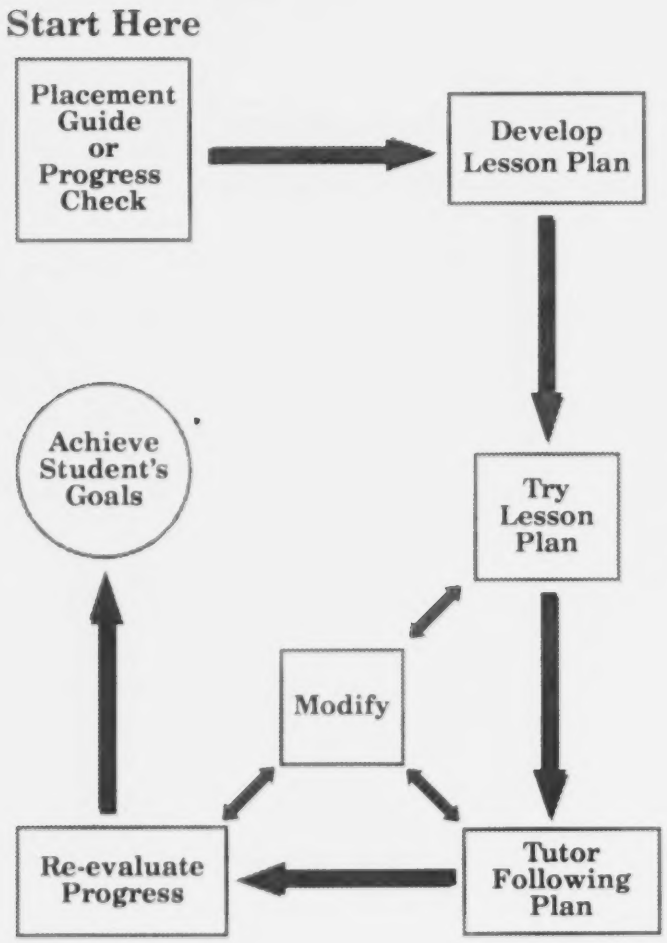
The successful tutor needs a Plan of Action. The *Where to Start* Placement Guide is the first step in the Plan of Action. The Guide and Plan are necessary for placement, planning, and progress.

## *Plan of Action*

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# LITSTART

## *Where to Start*

*Placement Guide*
*for*

Name Date

Michigan Literacy, Inc.
c/o Library of Michigan
717 W. Allegan
Lansing, MI 48909
(517) 373-4451

***Where to Start*** is designed to help you and your student make some decisions about the student's interests and reading level in order to maximize the effectiveness of the lesson. ***Where to Start*** consists of five components:

- **Informal Interview**
- **Reading Passages**
- **Writing**
- **Spelling**
- **Letter Identification**

The following pages will provide you with the necessary instructions for using the ***Where to Start*** Placement Guide (yellow).

The Progress Check (blue) is to be used for checking progress. It is available as a separate document.


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## Informal Interview

1. What things are you comfortable reading now?

2. Do you read or write at work? At home?
   With your children?

3. When you get stuck on a word when reading, what do you do?

4. What are your hobbies or special interests?

5. What are you good at?

6. What do you want to learn how to read?

7. What do you need to learn to read and write?

The answers to these questions may give you an idea of the student's reading level. It will help you select materials appropriate to the student's interests and experience. These questions asked later could show a change in your student's reading habits as your lessons progress.



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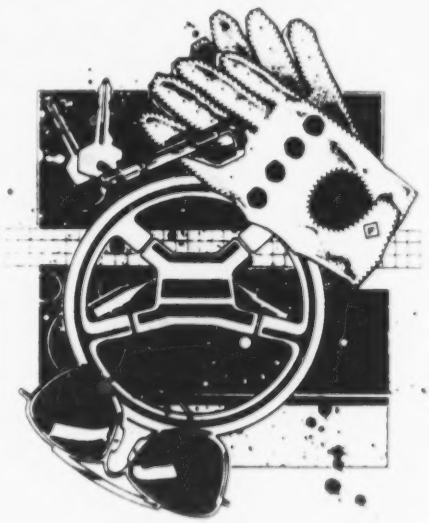
*After each reading, check the student's comprehension by asking what is remembered of the passage. Ask additional questions if appropriate.*

Passage 1



# Ten Dollars!

Tim has a new car.
It is blue and white.
He drives it to work.
It uses a lot of gas.
Tim buys gas each week.
He needs ten dollars for gas.

If your student can read this passage with little or no problem and remembers key ideas, go on to Passage 2.
If your student had difficulty with the passage, the student is at the beginning level. You may wish to do the **Letter Identification** exercise in ***Where to Start.***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Passage 2

# At the Beach

What do you do in the summer?
I like to go to the beach and enjoy the sun.
Last summer I learned how to wind surf.
I spent many days on the water,
surfing with my friends.
That is how I got so badly sunburned.
This year I will be more careful.

If your student can read this passage with little or no problem and remembers key ideas, go on to Passage 3.
If your student had difficulty with the passage, the student is at the beginning to intermediate level. Proceed to the **Writing** exercise.



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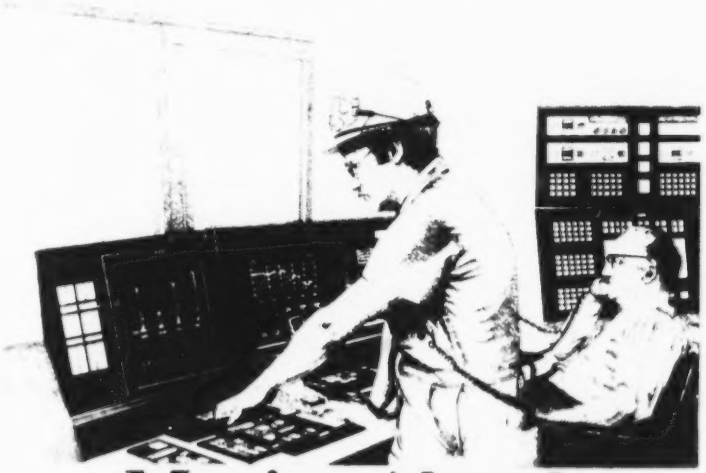
Passage 3



# Moving Ahead.

John was so excited. He was to be in the company's new computer training program. The company would be training six employees. He was number three on the list. John made sure that he would be successful. He spent his lunch hour, each day, studying the long list of computer words. John decided that there was no way he was going to fail. He had worked hard to get this chance.

If your student can read this story with little or no problem and remembers key ideas, go on to Passage 4.
If your student had difficulty with the passage, the student is at the intermediate level. Proceed to the **Writing** exercise.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Passage 4

# The Big Fire

Denise could hear the sirens on the fire trucks as she raced out of her apartment building. Smoke was billowing out of the windows of the big, yellow house across the street. The firemen were connecting the hoses to the fire hydrant. All of a sudden, water began to shoot out of the nozzle on the end of the hose. As the water struck the house, black smoke filled the sky. The fire marshal warned everyone to stand back. Soon the fire was extinguished. All that was left of the house was a pile of debris.

If your student had difficulty with the passage, the student is at the intermediate to advanced level.
If the student had no difficulty with the passage, the student is probably at the advanced level. Proceed to the **Writing** exercise. You will want to do the **Spelling** exercise with the advanced student during the first session.



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## Writing

Sign your name here _____

Please complete the following form:

Name _____

Address _____

City _____ State _____ Zip Code _____

## Spelling

| | | | |
|---|---|---|---|
| 1. _____ | 11. _____ | 21. _____ | 31. _____ |
| 2. _____ | 12. _____ | 22. _____ | 32. _____ |
| 3. _____ | 13. _____ | 23. _____ | 33. _____ |
| 4. _____ | 14. _____ | 24. _____ | 34. _____ |
| 5. _____ | 15. _____ | 25. _____ | 35. _____ |
| 6. _____ | 16. _____ | 26. _____ | 36. _____ |
| 7. _____ | 17. _____ | 27. _____ | 37. _____ |
| 8. _____ | 18. _____ | 28. _____ | 38. _____ |
| 9. _____ | 19. _____ | 29. _____ | 39. _____ |
| 10. _____ | 20. _____ | 30. _____ | 40. _____ |

Have your student fill out the form above. Provide assistance as needed. If the student had difficulty with the form, do not use the **Spelling** exercise. The **Spelling** exercise is optional for the first meeting. Use of it depends on the individual student. If your student is a very beginning student, the **Spelling** exercise should not be used.


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# ABC

This exercise is designed to help you determine your student's spelling needs.

- Pronounce each word clearly.
- Give the word in a sentence.
- Repeat the word.
- Have the student write the word.

**STOP** when your student misses three words in a row or becomes frustrated.

| | | | |
|---|---|---|---|
| 1. | cat | A cat makes a nice pet. | cat |
| 2. | man | The man is smiling. | man |
| 3. | ten | I have ten fingers. | ten |
| 4. | mop | Please mop the floor. | mop |
| 5. | fit | It is important to keep fit. | fit |
| 6. | chin | The ball hit me on the chin. | chin |
| 7. | will | What time will you arrive? | will |
| 8. | pick | Pick up my suit from the cleaners. | pick |
| 9. | tax | How much is the sales tax? | tax |
| 10. | cash | Can you cash my check? | cash |
| 11. | band | My son plays in the band. | band |
| 12. | pump | I need to pump some gas. | pump |
| 13. | still | John is still here. | still |
| 14. | think | What do you think about that? | think |
| 15. | lunch | I had a sandwich for lunch. | lunch |



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| | | |
|---|---|---|
| 16. cake | I ate the chocolate cake. | cake |
| 17. like | Do you like ice cream? | like |
| 18. feel | I feel a little dizzy. | feel |
| 19. coat | Do not forget to wear your coat. | coat |
| 20. teach | Can you teach me to ice skate? | teach |
| 21. plate | Hand me a plate. | plate |
| 22. grow | Did you grow these tomatoes? | grow |
| 23. clean | On Saturday I clean the house. | clean |
| 24. toast | I like toast and jelly. | toast |
| 25. flight | What time does your flight leave? | flight |
| 26. farm | My mother grew up on a farm. | farm |
| 27. girl | Who is the girl with blonde hair? | girl |
| 28. turn | Make a left turn at the next corner. | turn |
| 29. her | Give her the book. | her |
| 30. third | I play third base on my baseball team. | third |
| 31. spoon | Hand me the wooden spoon. | spoon |
| 32. ground | I fell on the ground. | ground |
| 33. spoil | Candy will spoil your dinner. | spoil |
| 34. caught | I caught a big fish. | caught |
| 35. shook | The wind shook the house. | shook |
| 36. needed | John needed a new pair of shoes. | needed |
| 37. running | Who is running across the field? | running |
| 38. glasses | Please put four glasses on the table. | glasses |
| 39. clapped | The baby clapped her hands. | clapped |
| 40. shaving | My brother is in the bathroom shaving. | shaving |

## Types of Words

1 - 10 Short vowel words **(B/I)**
11 - 15 Short vowel words ending with blends **(I)**
16 - 20 Long vowel words **(I)**
21 - 25 Long vowel words with blends **(I/A)**
26 - 30 Words with R-controlled vowels **(I)**
31 - 35 Words with other vowels **(A)**
36 - 40 Endings **(I/A)**

B=Beginning I=Intermediate A=Advanced


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## Letter Identification

| | | | |
|---|---|---|---|
| p | b | s | z |
| t | d | f | v |
| m | n | g | k |
| j | c | w | h |
| r | l | y | x |
| qu | sh | ch | th |

| | | | | |
|---|---|---|---|---|
| a | e | i | o | u |

If your student is at the beginning level, ask the student to tell you the names of the letters. Start at the top and go across each row. Circle all the letters that the student identifies correctly. If the student is able to identify all the letters, you may wish to have the student try to give you the sounds of the letters.

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## *Tips for the Placement Guide & Progress Check*

- As the student responds, give frequent praise.
- When the student starts to read haltingly or make mistakes, provide the answer.

**You have determined the starting level.**

- If you are undecided about which of two levels to use for your student, use the lower level. It is better to start with easier materials and let the student experience success than to start too high.
- Thank the student and explain your findings. " This was very helpful. It gives me an idea of some good books we can use for our next sessions."
- If you have other test information on your student, you may still use ***Where to Start*** for additional information.

Once you have determined a level for your student, you are ready to begin formulating lesson plans for your student.


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## *Don's Where to Start Placement Results*

### Interview:

Don's tutor, John, learned that Don read almost nothing. He was very embarrassed reading orally. Don was interested in reading his mail and learning to write checks. He would like to get his own checking account. Don has some things at work he would like to be able to read too.

Don loves animals, particularly dogs. He has a German shepherd. Don makes cabinets and tables in his spare time. He likes to hike and fish.

### Reading:

Don could not read the first story "Ten Dollars!", but was able to pick out the words car, gas, and work.

In Letter Identification, Don was able to identify all of the letters.

### Writing and Spelling:

Don copied his address from his driver's license to fill out the form. John felt it was not necessary to do the spelling exercise at this time.

### Conclusion:

John felt that Don needed to start with beginning materials.



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## *Eddie's Where to Start Placement Results*

### Interview:

Margaret, Eddie's tutor, discovered that Eddie could read menus in the restaurant where he worked and some of his mail. Eddie finds reading to be frustrating and he reads only when he absolutely has to. When he gets stuck, Eddie will skip the word or try to figure it out from the rest of the sentence.

Eddie hopes to become a waiter at the restaurant and be able to read and write messages at work. He would also like to take the written test for his driver's license. He likes bowling and watching TV. He also plays the guitar at his church.

### Reading:

Eddie had his initial reading assessment done in the literacy office by the reading specialist. The report Margaret received stated that Eddie was reading at the intermediate level. Margaret will use the reading passages as a progress check.

### Writing and Spelling:

Margaret skipped Letter Identification . On the Writing exercise, Eddie was able to fill out the form without help. He missed ***feel***, ***plate***, and ***toast*** on the Spelling exercise. Margaret noticed he mixed his capital and small letters when printing.

### Conclusion:

Margaret and Eddie spent their first lesson looking at the materials sent by the literacy office. They decided to use a menu, from the restaurant where Eddie worked, as supplemental material.


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## *Maria's Where to Start Placement Results*

### Interview:

Cassandra found out that Maria does the word search puzzle and tries to read other parts of the newspaper. She has particular difficulty with big words which upsets her. Reading people's names is difficult for her. She has some trouble remembering what she reads. She would like to read to her grandchildren more, if the books weren't so hard.

Maria's favorite things are gardening, cooking, and travel. She hopes to travel more when she retires. Maps are a problem. Maria's goal is to become more independent.

### Reading:

Maria read the first two stories quickly and was able to recall almost all the details. In "Moving Ahead" she started having problems. She missed two words and her fluency was poor. After slowly reading "The Big Fire" and missing three words, Maria was still able to recall much about the story.

### Writing and Spelling:

Maria filled out the form with care and 'lovely printing'. On the Spelling exercise, Cassandra stopped after Maria missed ***flight, ground,*** and ***spoil.***

### Conclusion:

Cassandra felt that Maria could use some help with intermediate spelling skills, but she was ready to read on an advanced level.

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## Checklist of Reading and Writing Skills
## Beginning Level

- ❑ Can identify the letters of the alphabet, capital or small, in Appendix P, at random.
- ❑ Can read words from the **Beginning Word Families List** in Appendix D.
- ❑ Can read words from the **Beginning Sight Word List** in Appendix K.
- ❑ Can read the **100 Most Frequent Words in English** in Appendix L.
- ❑ Can read beginning level material with comprehension.
- ❑ Can legibly print the alphabet in sequence, both capital and small letters.
- ❑ Can identify the initial consonant sounds of most words in Appendix A.
- ❑ Can print personal information on a form and complete a Beginning Guided Writing exercise.

The skills above reflect the minimal skills needed to move to the intermediate level.


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## Checklist of Reading and Writing Skills Intermediate Level

- ❑ Can identify the long and short vowel sounds in beginning and intermediate words.
- ❑ Can recognize blends and digraphs in Appendices B and C.
- ❑ Can recognize and divide simple compound words from Appendix H.
- ❑ Can read and spell words from the **Beginning and Intermediate Word Families Lists** in Appendices D and E.
- ❑ Can read words from the **Intermediate Sight Word List** in Appendix K.
- ❑ Can spell and write the **100 Most Frequent Words in English** in Appendix L.
- ❑ Can read intermediate level material with comprehension.
- ❑ Can legibly write *in cursive*.
- ❑ Recognizes and uses the common endings: -s, -es, -'s, -ed, -ing.
- ❑ Can complete an Intermediate Guided Writing exercise.

The skills above reflect the minimal skills needed to move to the advanced level.

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## Checklist of Reading and Writing Skills
## Advanced Level

- ❑ Can identify irregular vowel sounds from the **Advanced Word Families List** in Appendix G.
- ❑ Can apply rules of syllabication to the words in Appendix J.
- ❑ Can read and write most compound words and contractions in Appendix H.
- ❑ Can read and spell words from the **Intermediate and Advanced Word Families Lists** in Appendices E, F, and G.
- ❑ Can read words from the **Advanced Sight Word List** in Appendix K.
- ❑ Can use the **100 Most Frequent Words in English** in Appendix L in daily writing.
- ❑ Can read advanced level material with comprehension.
- ❑ Uses legible penmanship to complete everyday writing tasks.
- ❑ Recognizes and uses more complex prefixes and endings: un-, dis-, pre-, -er, -est, -tion, -sion, -ly, and others.
- ❑ Can complete an Advanced Guided Writing exercise.
- ❑ Recognizes and uses common contractions in Appendix M.

The skills above reflect the minimal skills needed at the advanced level.


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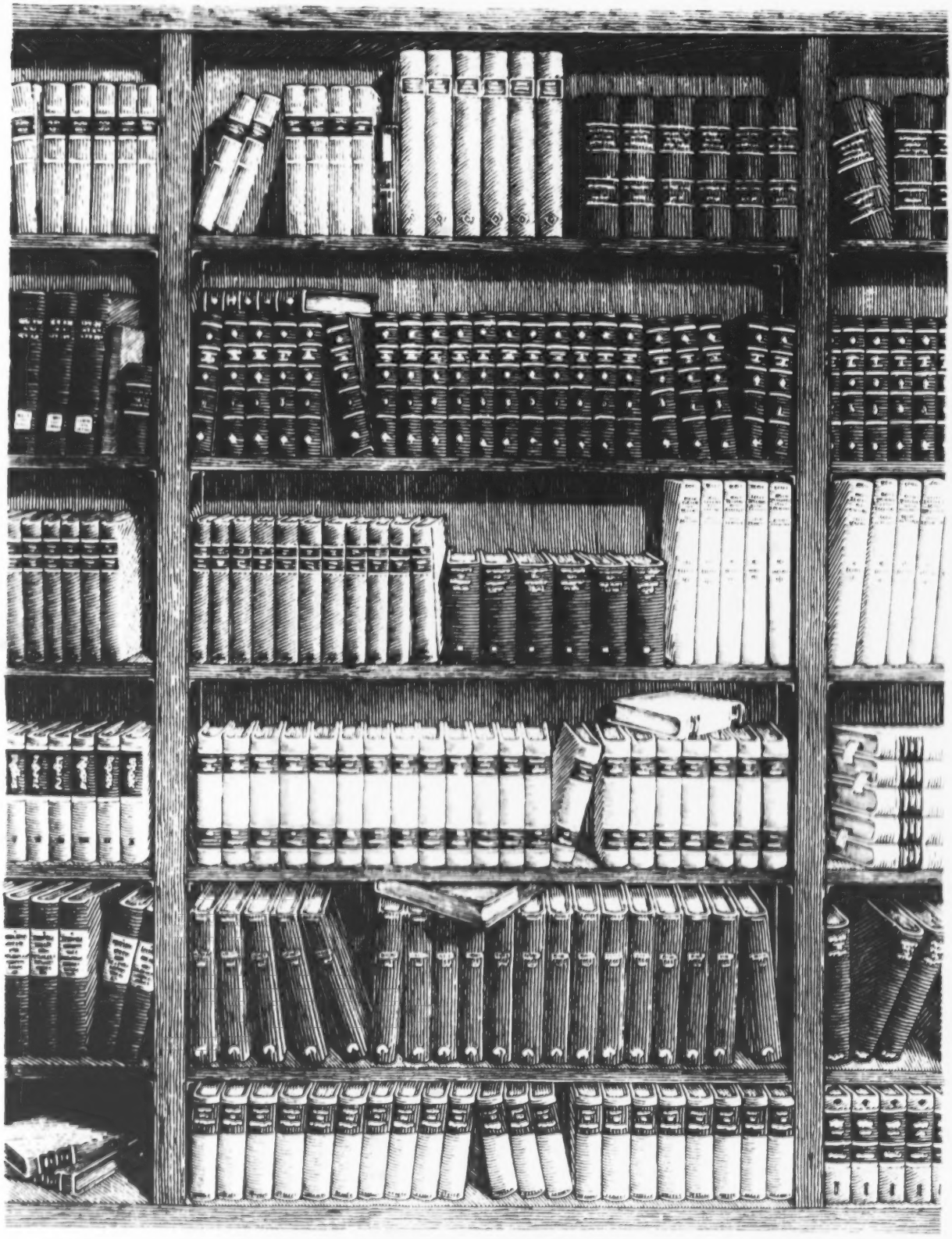
# The Appendices



## Ready Reference of Resource Materials

# Section 8

# APPENDICES

## Literacy Resources for Tutors



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# THE APPENDICES


- Appendix A: Consonant Word Lists 184
- Appendix B: Blends 187
- Appendix C: Digraphs 191
- Appendix D: Beginning Word Families 192
- Appendix E: Intermediate Word Families 198
- Appendix F: Intermediate/Advanced Word Families 208
- Appendix G: Advanced Word Families 215
- Appendix H: Compound Words 219
- Appendix J: Syllables 223



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- Appendix K: Sight Words 227
- Appendix L: 100 Most Frequent Words in English 229
- Appendix M: Contractions 230
- Appendix N: Readability Scale 232
- Appendix P: Manuscript Alphabet 234
- Appendix R: Cursive Alphabet 236
- Appendix S: Wilson's Essential Word List 237
- Appendix T: Driving Survival Words 240
- Appendix U: Selected Publishers of Adult Materials 242




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# Appendix A: Consonant Word Lists

## B b

bat
baseball
beer
book
Bible
boy
baby
bottle
bowling
basketball
boxing
birthday
bird
bills
beef

## C c

cat
coffee
car
Coke
curve
cop
cash
cool
cucumber
cave
cocoa
Cadillac
cow
catcher
corner

## D d

dog
dance
dinner
dish
dad
dollars
dime
date
day
dynamite
dud
delicious
dinosaur
diamond
dive

## F f

football
feather
finger
fork
food
fat
fish
fudge
family
father
fun
February
fool
fall
fashion

## G g

go
guy
girl
gas
gun
gave
gate
gamble
good
gang
gold
game
garden
garage

## H h

husband
hurricane
hamburger
hammer
hand
home
hockey
heaven
hell
high
house
hot
hunter
hair

## J j

job
junk
Jello
jump
jail
jewelry
jeep
juice
jumbo jet
judge
January
June
July
joker
jam

## K k

king
key
kiss
kite
kitchen
kid
kick
kickoff
kangaroo
kitten
ketchup
kidney
kind
keep
kill


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## L l

lady
lucky
love
line
landlord
little
liquor
lake
log
lunch
ladder
lottery
leg
labor
leaf

## M m

mountain
money
man
muscles
machine
mother
movies
music
mud
mustard
McDonald's
microwave
Monday
makeup
magazine

## N n

no
nickel
nail
news
Navy
neck
never
nose
net
north
noon
nice
nothing
needle
neighbor

## P p

penny
pots
pepper
puppy
paper
paycheck
police
pink
purple
piano
pitcher
pig
pipe
pinball
people

## Q q

queen
quarter
quarrel
question
quart
quilt
quit
quiz
quiet
quicksand
quality
quake
quack
queasy
quite

## R r

railroad
river
road
rock
radio
rich
red
rat
read
restroom
rainbow
rocket
race
runner
rally

## S s

snake
sausage
soap
snowstorm
Sunday
sister
sale
summer
September
skater
south
silver
salt
sixty-six
sun

## T t

table
telescope
telephone
toilet
touchdown
tornado
tie
tent
tiptoe
tea
tall
tail
teeth
tunnel
Tuesday



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## V v

video
valley
valentine
vest
van
vitamin
vet
volcano
vacuum
vanilla
veal
vegetable
vine
vacant
vampire

## W w

woman
wet
waves
wash
worm
wine
winter
wire
winner
weekend
work
water
wood
Wednesday
wonderful

## Y y

yes
yellow
yesterday
yet
yard
yarn
young
yam
yeast
year
yolk
yogurt
yell
yield
yardstick

## Z z

zigzag
zoo
zebra
zero
zeal
zipper
zone
zap
zest
zucchini
zoom
zodiac
zenith
zinc

## X x

The words below END with the sound of /x/.

box
tax
ax
six
mix
fox
fix
vex
wax


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## bl

blood
blind
bluff
blue
bless
blade
blow
blizzard
blossom
blast
blond
blister

## cl

clean
cling
clay
clap
close
clothes
closet
clip
climb
clock
clumsy
clue

## dw

dwelling
dwindle
dwarf
Dwight
Dwayne

## f l

fly
flakes
flee
flame
flag
flap
flat
flow
flu
flare
fling
flavor

## br

branch
brain
breath
brook
broad
break
broil
breakfast
broken
bread
bran
brave
braid
bride
bronze
brown

## cr

cracker
crumbs
crazy
craft
creative
crayon
crust
creek
creeper
cry
crisis
croak
crucial
crank
crane
crawl

## dr

drapes
drive
drove
dream
dress
drag
dryer
dragon
drip dry
drums
drink
draft
drama
dread
drunk
drown

## fr

French
fries
freedom
frank
friend
fresh
fried
frozen
frost
freak
from
Friday
frame
Frank
frail
frown



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## gl

glad
glory
glee
glide
glow
glue
glass
glossy
glance
glamor
glaze
glitter

## pl

play
plan
plastic
plywood
plow
plum
please
plate
place
pliers
plane
plague

## tw

twin
twelve
twenty
twice
twine
twist
twirl

## gr

grapes
greed
gravy
grime
grow
gravity
great
greetings
gripes
groan
group
grease
grateful
gravel
ground
gruel

## pr

prince
princess
practice
praise
pretty
preacher
prime
problem
program
profession
promises
pray
private
property
proof
prune

## tr

truck
train
trailer
tractor
tree
treat
trip
tribe
trouble
troops
trim
truth
travel
trivia
trick
trespass



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## sc

scale
scan
scam
scarf
score
scatter
scar
scapegoat
scary

## sk

skate
ski
skill
skeleton
sketch
skinny
sky
skirt
skirmish

## sl

slip
slide
sleep
sly
slick
sleigh
slime
sling
sleeve

## sm

smell
smile
smoke
smart
small
smooch
smuggle
smooth
smash

## sn

sneakers
snow
snooze
snake
sneeze
snap
snail
snore
snip

## sp

spark
spare
spirit
Spanish
spade
speaker
spit
spider
sponge

## squ

square
squeeze
squash
squat
squirrel
squeak
squad
squint
squaw

## st

state
sting
steep
stay
stadium
staff
stereo
stain
steam



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## sw

swing
swim
swear
sweat
swallow
swimmer
swan
sweet
swine
swat

## scr

scream
screen
scram
scratch
scramble
scrape
screw
script
scrub

## spl

splash
splendid
splinter
splint
split
splurge
splatter
spleen
splice

## spr

sprain
spring
spread
sprinkle
spruce
sprocket
sprite
spray
sprout

## str

string
street
stripe
strike
straight
strawberry
strap
strategy
strainer

## shr

shrink
shrub
shrimp
shrine
shrug
shrill
shred
shrewd

## thr

three
thrifty
throw
threw
thread
throne
through
thrill
thrash


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## ch

children
check
chin
chest
church
cheek
change
cheer

## ng

sing
bring
wing
ring
wrong
spring
song
rang

## sh

shoe
she
short
shut
shell
ship
shall
shirt
show
shovel
shower
shout
sharp
sheep
shelf
shift
shin
shine
shimmer

## th

the
that
this
their
these
them

three
thirty
thing
third
thumb
thunder
thread
thick
thought
thank
Thanksgiving
Thursday

## ph

photo
phonics
pharmacy
physician
phrase

## wh

white
where
what
when
which
why
wheel
while
whether
whistle

# 3-D Flashcards

The digraph sounds are sometimes difficult for students to learn, especially ESL students. Using three-dimensional flashcards is a good way to help the student remember the sound. They provide an opportunity to utilize the visual, auditory, and kinesthetic/ tactile pathways.

1. Select word to be learned.
2. Print the word on a 5 x 8 flashcard.
3. Glue a physical item to flashcard.
   Student utilizes multisensory approach to learn word.

3-D Flashcards can be easily stored in a regular 5 x 8 card file.



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# Appendix D: Beginning Word Families

## ab

cab
dab
gab
jab
tab

## ag

bag
gag
hag
lag
nag
rag
sag
tag
wag

## an

ban
can
Dan
fan
man
pan
ran
tan
van

## ack

back
hack
Jack
lack
Mack
pack
quack
rack
sack
tack

## all

ball
call
fall
gall
hall
mall
tall
wall

## and

band
hand
land
sand

## ad

bad
dad
fad
had
lad
mad
pad
sad

## am

dam
ham
jam
Pam
ram
Sam
yam

## ap

cap
gap
lap
map
nap
rap
sap
tap


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## ar

bar
car
far
jar
mar
tar

## ay

bay
day
gay
hay
jay
lay
may
pay
ray
say
way

## eed

deed
feed
heed
need
reed
seed

## ash

bash
cash
dash
gash
hash
lash
mash
rash
sash

## eat

beat
feat
heat
meat
neat
peat
seat

## ell

bell
cell
dell
fell
hell
jell
Nell
sell
tell
well
yell

## at

bat
cat
fat
hat
mat
pat
rat
sat
vat

## ed

bed
fed
led
Ned
red
Ted
wed

## en

Ben
den
hen
Ken
men
pen
ten
yen



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## end

bend
end
fend
lend
mend
rend
send
tend
vend

## et

bet
get
jet
let
met
net
pet
set
wet
yet

## ig

big
dig
fig
gig
jig
pig
rig
wig

## ent

bent
cent
dent
gent
Kent
lent
rent
sent
tent
vent
went

## ick

Dick
kick
lick
Nick
pick
quick
Rick
sick
tick
wick

## ill

bill
dill
fill
gill
hill
ill
Jill
kill
mill
pill
quill
sill
till
will

## est

best
guest
jest
lest
nest
pest
rest
test
vest
west
zest

## id

bid
did
hid
kid
lid

## im

dim
him
Kim
Jim
rim
Tim
vim


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## in

bin
din
fin
gin
kin
pin
sin
tin
win

## ob

Bob
cob
fob
gob
job
lob
mob
rob
sob

## og

bog
dog
fog
hog
log
cog
jog
tog

## ip

dip
hip
lip
nip
quip
rip
sip
tip
zip

## ock

dock
hock
lock
mock
rock
sock

## op

bop
cop
hop
mop
pop
sop
top

## it

bit
fit
hit
kit
lit
pit
quit
sit
wit

## od

cod
God
mod
nod
pod
rod
sod

## ot

cot
got
hot
jot
lot
not
pot
rot
tot



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## ow

bow
know
low
row
sow
tow

## uck

buck
duck
luck
muck
puck
suck
tuck
yuck

## um

bum
gum
hum
mum
rum
sum
yum

## ow

bow
cow
how
now
sow
vow

## uff

buff
cuff
muff
puff

## ump

bump
dump
hump
jump
lump
pump
rump
sump

## ub

bub
cub
dub
hub
nub
pub
rub
sub
tub

## ug

bug
dug
hug
jug
lug
mug
pug
rug
tug

## un

bun
fun
gun
nun
pun
run
sun


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## ut

but
cut
gut
hut
jut
nut
rut
Tut

## ib

bib
fib
rib
crib

## iss

hiss
kiss
miss

## y

by
my

## ish

dish
fish
wish

## ix

fix
mix
six

## ee

bee
fee
see
tee
wee

## o

go
no
so

## ab

crab
drab
grab
scab
slab
stab

## ad

Brad
Chad
clad
glad
shad

## ail

bail
fail
Gail
hail
jail
mail
nail
pail
quail
rail
sail
tail
wail
frail
snail
trail

## ace

face
lace
mace
pace
race
brace
grace
place
space
trace

## ade

bade
fade
jade
made
wade
blade
glade
grade
shade
spade
trade

## ain

gain
lain
main
pain
rain
vain
brain
chain
drain
grain
plain
slain
Spain
sprain
stain
strain
train

## ack

black
clack
crack
knack
shack
smack
snack
stack
track
whack

## ag

brag
crag
drag
flag
shag
slag
snag
stag
swag

## ake

bake
cake
fake
Jake
lake
make
quake
rake
sake
take
wake
brake
drake
flake
shake
snake
stake


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## all

small
squall
stall

## amp

camp
clamp
damp
cramp
lamp
gramp
ramp
scamp
tamp
stamp
vamp
tramp
champ

## ane

cane
sane
Jane
vane
lane
wane
mane
crane
pane
plane

## am

clam
cram
dram
gram

## an

bran
scan
clan
span
flan
than
plan

## ang

bang
sang
fang
tang
gang
clang
hang
slang
pang
sprang
rang

## ame

came
same
dame
tame
fame
blame
game
flame
lame
frame
name
shame

## and

bland
brand
gland
grand
stand
strand

## ank

bank
clank
dank
crank
hank
drank
lank
flank
rank
Frank
sank
plank
tank
prank
yank
spank
blank
thank


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## ap

chap
clap
flap
scrap
slap
snap
strap
trap
wrap

## ark

bark
dark
hark
lark
mark
park
Clark
shark
spark
stark

## ate

date
fate
gate
hate
Kate
late
mate
rate
crate
grate
plate
skate
state

## ar

char
scar
spar
star

## ash

brash
clash
crash
flash
slash
smash
stash
trash
thrash

## ave

cave
Dave
gave
pave
rave
save
wave
brave
crave
grave
shave
slave

## are

bare
care
dare
fare
mare
rare
blare
flare
glare
scare
share
snare
spare
square
stare

## at

brat
chat
drat
flat
scat
slat
spat
that

## aw

caw
jaw
law
gnaw
paw
raw
saw
claw
craw
draw
flaw
slaw
squaw
straw


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## ay

bray
clay
cray
fray
gray
play
pray
slay
spray
stay
stray
tray

## eam

beam
ream
seam
team
cream
dream
gleam
scream
steam
stream

## eet

beet
feet
meet
fleet
greet
sheet
sleet
street
sweet
tweet

## eak

beak
leak
peak
teak
weak
bleak
creak
sneak
speak
squeak
streak

## ear

dear
fear
gear
hear
near
rear
sear
tear
year
clear
shear
smear
spear

## ell

dwell
quell
shell
smell
spell
swell

## eal

deal
heal
meal
peal
real
seal
veal
zeal
squeal
steal

## eep

deep
jeep
keep
peep
seep
weep
cheep
creep
sheep
sleep
steep
sweep

## en

wren
then
when



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## end

blend
spend
trend

## ent

scent
spent

## est

blest
chest
crest
quest

## et

Chet
fret
whet

## ew

dew
few
hew
Jew
knew
pew
blew
brew
chew
crew
drew
flew
screw
skew
slew
stew
strew
threw

## ice

dice
lice
mice
nice
rice
vice
price
slice
spice
splice
thrice
twice

## ick

brick
chick
click
flick
slick
stick
thick
trick

## id

quid
rid
grid
skid
slid

## ide

bide
hide
ride
side
tide
wide
bride
chide
glide
pride
slide
snide
stride

## ig

brig
sprig
swig
twig



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## ight

fight
knight
light
might
night
right
sight
tight
blight
bright
flight
fright
plight
slight

## ime

dime
lime
mime
time
chime
clime
crime
grime
prime
slime

## ine

dine
fine
line
mine
nine
pine
tine
vine
wine
brine
shine
shrine
spine
swine
whine

## ill

chill
drill
frill
grill
skill
spill
still
thrill
trill
twill

## in

chin
grin
shin
skin
spin
thin
twin

## ing

bing
ding
king
ping
ring
sing
wing
zing
bring
cling
fling
sling
spring
sting
string
swing
thing
wring

## im

brim
grim
prim
slim
swim
trim
whim

## ind

bind
find
hind
kind
mind
rind
wind
blind
grind

## ink

kink
link
mink
pink
rink
sink
wink
blink
brink
chink
drink
shrink
stink



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## int

hint
lint
mint
tint
flint
glint
print
splint
sprint
squint
stint

## ive

dive
five
hive
jive
live
chive
drive
strive
thrive

## od

clod
plod
prod
shod
trod

## ip

blip
clip
drip
flip
grip
ship
skip
slip
snip
strip
trip
whip

## ob

knob
blob
slob
snob

## og

clog
flog
grog
slog

## it

flit
grit
skit
slit
spit
split
twit

## ock

block
clock
crock
flock
frock
knock
shock
smock
stock

## oke

coke
joke
poke
woke
broke
choke
smoke
spoke
stoke
stroke


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## old

bold
cold
fold
gold
hold
mold
old
sold
told
scold

## op

chop
crop
drop
flop
plop
prop
shop
slop
stop

## orn

born
corn
horn
morn
torn
worn
scorn
shorn
sworn
thorn

## one

bone
cone
hone
lone
tone
zone
clone
crone
drone
phone
prone
stone

## ope

cope
dope
hope
lope
mope
nope
pope
rope
grope
scope
slope

## ot

blot
clot
knot
plot
shot
slot
spot
trot

## ong

bong
dong
gong
long
song
tong
prong
strong
thong
wrong

## ore

bore
core
fore
gore
more
pore
sore
tore
wore
chore
score
shore
spore
store
swore

## ow

brow
chow
plow
prow
scow



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## ow

blow
flow
glow
show
slow
snow
stow

## uff

bluff
fluff
gruff
scuff
snuff
stuff

## ump

chump
clump
frump
grump
plump
slump
stump
trump

## ub

club
flub
grub
scrub
shrub
snub
stub

## ug

chug
drug
plug
shrug
slug
smug
snug
thug

## un

shun
spun
stun

## uck

Chuck
cluck
pluck
shuck
stuck
struck
truck

## um

chum
drum
glum
plum
scum
slum
strum
swum

## ung

hung
lung
rung
sung
clung
flung
slung
sprung
stung
strung
swung
wrung



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## unk

bunk
dunk
funk
hunk
junk
punk
sunk
chunk
drunk
flunk
plunk
shrunk
skunk
slunk
spunk
stunk
trunk

## ush

gush
hush
lush
mush
rush
blush
brush
crush
flush
plush
slush
thrush



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## aid

laid
maid
paid
raid
braid

## air

fair
hair
lair
pair
chair
flair
stair

## aise

braise
praise
raise

## ant

pant
rant
grant
plant
scant
slant

## ape

cape
gape
nape
rape
tape
grape
scrape
shape

## ard

card
guard
hard
lard
yard

## act

fact
pact
tact
tract

## aft

raft
craft
draft
graft
shaft

## age

cage
page
rage
sage
wage
stage

## ait

bait
gait
trait

## alk

balk
talk
walk
chalk
stalk

## ance

dance
lance
chance
France
glance
prance
stance
trance


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## arm

farm
harm
charm

## arn

barn
darn
yarn

## arp

carp
harp
tarp
sharp

## art

cart
dart
mart
part
tart
chart
smart
start

## ase

base
case
vase
chase

## ask

ask
cask
mask
task
flask

## ass

bass
lass
mass
pass
brass
class
glass
grass

## ast

cast
fast
last
mast
past
vast
blast

## atch

batch
catch
hatch
match
scratch
thatch

## ax

lax
Max
tax
wax
flax

## aze

daze
faze
haze
raze
blaze
craze

## ee

knee
flee
glee



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## ead

dead
head
lead
read
bread
dread
spread
thread
tread

## ean

bean
dean
Jean
lean
mean
wean
clean
glean

## eap

heap
leap
reap
cheap

## eek

leek
meek
peek
seek
week
cheek
creek
Greek
sleek

## eel

feel
heel
keel
kneel
peel
reel
creel
steel
wheel

## eem

deem
seem
teem

## een

queen
seen
teen
green
screen
sheen

## eer

beer
deer
jeer
peer
queer
sneer
steer

## ess

Bess
guess
less
mess
bless
chess
dress
press
stress

## ib

crib

## ibe

jibe
bribe
tribe
scribe

## ie

die
fie
lie
pie
tie
vie

## ife

fife
life
wife
knife
strife



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## iff

cliff
skiff
sniff
stiff

## ift

gift
lift
rift
drift
shift
swift
thrift

## ike

bike
dike
hike
like
Mike
pike
spike
strike

## ile

bile
mile
Nile
pile
tile
vile
smile
while

## ilt

jilt
kilt
quilt
tilt
wilt

## ince

mince
since
wince
prince

## ipe

pipe
ripe
wipe
gripe
snipe
stripe
tripe

## ire

fire
hire
tire
wire
spire
squire

## irt

dirt
flirt
shirt
skirt
squirt

## ise

rise
wise
guise

## ish

swish

## isk

disk
risk
brisk
frisk
whisk

## iss

bliss
Swiss

## ist

list
mist
wrist
grist
twist

## oach

coach
poach
roach

## oal

coal
foal
goal
shoal

## itch

bitch
ditch
pitch
witch
switch

## oad

load
road
toad

## oam

foam
loam
roam

## ite

bite
kite
mite
quite
rite
site
white
write
spite
sprite

## oak

soak
cloak
croak

## oan

Joan
loan
moan
groan


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## oar

boar
roar
soar

## oast

boast
coast
roast
toast

## oat

boat
coat
goat
moat
bloat
float
throat

## obe

lobe
robe
globe
probe

## ode

code
lode
mode
node
rode

## ole

dole
hole
mole
pole
role
stole
whole

## oll

poll
roll
toll
scroll
stroll
troll

## olt

bolt
colt
jolt
molt
volt

## ome

dome
home
Nome
Rome
tome
chrome

## ome

come
some

## orch

porch
torch
scorch

## ork

cork
fork
York
stork

## ort

fort
Mort
port
sort
short
snort
sport
tort

## ose

hose
nose
pose
rose
chose
close
prose
those

## ote

note
quote
rote
vote
wrote



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# ove

cove
clove
drove
grove

# ud

spud
stud
thud

# unt

bunt
hunt
punt
runt
blunt
grunt
stunt

# ust

bust
dust
just
lust
rust
thrust
trust

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## aught

caught
taught
naught
fraught

## oil

boil soil
coil toil
foil spoil

## ood

food
mood
brood

## awn

dawn yawn
fawn drawn
lawn prawn
pawn spawn

## oin

coin
join
loin
groin

## ook

book took
cook brook
hook crook
look shook

## eigh

neigh
weigh
sleigh

## oo

coo too
goo woo
moo zoo
poo shoo

## ool

cool school
fool spool
pool stool
drool

## ief

brief
chief
grief
thief

## ood

good
hood
wood
stood

## oom

boom bloom
doom broom
loom gloom
room groom



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## oon

boon
loon
moon
noon
soon
croon
spoon
swoon

## oop

hoop
loop
droop
scoop
sloop
snoop
swoop
troop

## oot

boot
hoot
loot
moot
root
toot
scoot
shoot

## oss

boss
loss
moss
toss
cross
floss
gloss

## ost

cost
lost
frost

## ost

host
most
post

## otch

botch
notch
blotch
crotch
Scotch

## ought

bought
fought
ought
sought
brought
thought

## ough

rough
tough
enough

## ould

could
would
should

## ounce

bounce
pounce
flounce
trounce

## ound

bound
found
hound
mound
pound
round
sound
ground



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## ouse

douse
house
louse
mouse
souse
grouse
spouse

## owl

fowl
howl
jowl
growl
prowl
scowl

## ude

dude
nude
rude
crude
prude

## out

bout
pout
scout
shout
spout
sprout
stout
trout

## own

down
gown
town
brown
clown
crown
drown
frown

## udge

fudge
judge
nudge
grudge
sludge

## outh

mouth
south

## own

blown
flown
grown
known
own
shown

## ue

due
Sue
blue
clue
flue
glue

## ove

dove
love
glove
shove

## oy

boy
coy
joy
Roy
soy
toy

## ull

dull
gull
hull
lull
mull



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## umb

dumb
numb
crumb
plumb
thumb

## une

June
tune
prune

## urse

curse
nurse
purse

## unch

bunch
hunch
lunch
munch
punch
crunch

## ur

cur
fur
blur
slur
spur

## ute

jute
lute
flute


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# A

airline
airplane
airport
anthilll
anyone
anyplace
anything
anytime
anywhere
ashtray

# B

backbone
backfire
background
backpack
backstage
backwoods
bankbook
baseball
basketball
bathroom
bedroom
bellboy
beside
blackberry
blackbird
blackboard
blackmail
blackout
blacksmith
blacktop
blowout
blueberry
bluebird
bluebonnet
bluecollar
bluefish
blueprint
boardwalk
bridesmaid
buckeye
bucksaw
buckshot
buckskin
bucktooth
bulldog
bulldoze
bullfight
bullfrog

# C

candlelight
candlestick
carhop
carload
carport
catbird
catcall
cattail
catwalk
checkbook
checkoff
checkout
checkroom
clubhouse
cowboy
cupcake

# D

dogcatcher
dogfight
doghouse
downstairs
downtown
downwind
drugstore
drumbeat
drumsticks

# E

earplug
earring
earshot
eyeball
eyedropper
eyelash
eyelid
eyesight

# F

farmhand
farmhouse
farmyard
fastback
fingernail
fingerprint
fireball
firebug
firecracker
firefly
fireman
fireplace
fireplug
fireproof
fireside
firetrap
firewood
fireworks
firsthand
flagpole
flagship
flashback
flashlight



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flatware
floodgate
floodlight
flowerpots
football
footbridge
foothill
foothold
footlights
footlocker
footloose
footnote
footpad
footpath
footprint
footstep
footstool
footwork
fruitcake
fullback

## G

godfather
godmother
gooseberry
grandchild
grandchildren
granddaughter
grandfather
grandmother
grandson
gravestone
graveyard
greenback
greenhouse
Greenland
gunfire
gunman
gunpoint

## H

halfback
hallmark
hallway
handbag
handmade
handout
handsaw
handshake
handstand
hangman
hangout
hangover
hardtop
hardware
hardwood
highway
homeroom
homesick
homework
horsepower
hotshot
houseboat
housebroken
houseclean
housecoat
housefly
household
housetop
housewares
housewife
housework
however
humbug
humdrum

## I

iceboat
icebox
Iceland
iceman
infield
inside
into

## L

ladybird
ladybug
ladyfinger
landlady
landlord
lineup
lipstick
locknut
lockup
longtime
lookout
lowdown
lunchroom

## M

madhouse
madman
manhunt
manpower
meatball


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## N

newsboy
newscast
newsletter
newspaper
newsreel
newsstand
nightclub
nightfall
nightlife
nighttime
nobody
notebook

## O

offbeat
offhand
offset
offshore
offside
offspring
outbid
outboard
outcast
outcome
outdated
outdoors
outfield
outfit
outfox
outlaw
outlet
outline
output
outrage
outreach
outside
overcoat
overcome
overdrive
overflow
overhang
overhead
overhear
overlook
overnight
overpass
overpay
oversee
oversleep
overstep
overtake
overthrow
overturn
overview

## P

pancake
paperback
pawnshop
paycheck
payday
payoff
payroll
peephole
pickpocket
pickup
pigpen
pigskin
pigsty
pigtail
pillbox
pinstripe
pinup
pinwheel
pinworm
pipeline
placekick
pineapple
pinfeather
pinhole
playback
playbill
playground
playhouse
playmate
playpen
playsuit
plaything
policeman
printout

## Q

quarterback
quicksand

## R

racehorse
racetrack
raceway
railroad
raincoat
redhead
redwood
restroom
ringleader
ringworm
ripsaw
runway

## S

sheepskin
shipmate
shipwreck
shoelace
shoestring


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shopkeeper
shoplift
shortcake
shortchange
shortstop
shotgun
showman
sidewalk
silverware
somebody
someone
something
springtime
strawberry
summertime
sunburn
Sunday
sunfish
sunflower
sunlight
sunrise
sunroof
sunset
sweetheart

## T

thumbnail
thumbtack
thundershower
thunderstorm
touchdown
turnoff
turnout
turnover
turnpike
turntable

## U

undercover
underdog
underdone
underground
underhand
underline
underpass
understand
underwear
upbeat
update
upgrade
uphill
upkeep
uplift
upright
uproot
upset
upstairs
uptight
uptown
upwind

## W

wallflower
washbowl
washcloth
watercolor
waterproof
wheelchair
whiplash
windbag
windbreaker
windshield
wintertime
wiretap
wishbone
within
woodchuck
woodland
woodpecker
woodpile
woodshed
woodwork
workbasket
workbench
workbook
workday
workhorse
workout
workroom
workshop
wormhole

## Y

yardstick
yearbook
yearlong


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## *Two-Consonant Rule*

absent
addict
attic
basket
bedbug

bedpan
better
bigwig
bottom
boxcar

burden
butter
cactus
campus
carhop

carpet
carsick
catfish
channel
chimney

cobweb
coffee
collide
combat
combine

common
commute
compact
compete
conduct

confine
consent
contest
convict
correct

costume
cutback
dentist
dirty
discuss

dusty
elbow
fender
filbert
forget

forgot
fortune
funny
garden
garter

goblin
gossip
gunman
gunshot
hammer

happen
hiccup
holly
hubbub
income

indent
inject
insect
inside
insult

into
kitten
ladder
lesson
letter

lumber
magnet
manner
master
midnight

misfit
mistake
Monday
muffin
mustang

mutter
napkin
number
nutmeg
object

order
pepper
perfume
person
picnic



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piston
plastic
pollute
popcorn
possum

pretty
pretzel
problem
public
rabbit

rescue
sandal
seldom
shabby
shotgun

silly
sissy
sister
sixteen
sudden

suffer
summer
sunburn
sunlamp
sunny

sunset
suppose
suspect
target
tomcat

traffic
trespass
trumpet
twenty
under

unfit
unfold
unlock
untie
uplift

upset
velvet
window
winter
witness

## *Two-Consonants (Advanced)*

action
advertise
afternoon
buttercup
butterfat

cancel
carpenter
cartoon
committee
discount

entertain
establish
excellent
except
fantastic

follow
forgetful
hamburger
important
infection

interfere
mention
office
passenger
pencil

perfect
princess
silverware
success
suddenly

surrender
thunder
trespassing
umpire
underline

unhappy
Wisconsin
yesterday


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## *One-Consonant Rule*

baby
bacon
bagel
began
bonus

broken
china
crazy
crisis
decide

defend
defrost
depart
donate
duty

elect
equal
even
evil
favor

female
fever
fiber
final
flavor

focus
Friday
gravy
holy
hotel

human
humid
humor
item
joker

July
label
labor
lady
later

lazy
local
major
meter
minor

moment
motel
motor
music
okay

open
over
paper
photo
pilot

polite
pony
preheat
preset
pretend

promote
recess
reform
repeat
retail

retire
robot
shady
shaky
shiny

silent
sober
sofa
solo
spider

spoken
student
tidy
tiger
tiny

total
truly
tutor
vacant
zero



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## *Combination: One/Two-Consonant Rules*

agency
beginning
computer
conversation
cucumber

December
election
emergency
independent
information

November
occupation
occupy
October
paperback

remember
republic
romantic
supervision
tornado

vacancy
volcano

## *One-Consonant "OOPS" Rule*

cabin
camel
chapel
city
civic

closet
cover
credit
devil
driven

ever
exit
habit
lemon
limit

linen
magic
melon
never
oven

panic
polish
present
profit
river

robin
second
secure
seven
severe

sexy
shiver
shovel
solid
travel

visit
wagon
beverage
cabinet
celery

closet
company
discover
eleven
energy

envelope
family
minister
president
promise

recognize
referee
regular
salary
satellite

satisfaction
Saturday
several
uniform
vanilla


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## *Beginning Sight Word List*

| | | | |
|---|---|---|---|
| a | have | said | was |
| all | his | some | water |
| are | is | the | were |
| as | Mr. | there | what |
| come | Mrs. | they | who |
| do | of | this | woman |
| does | old | to | women |
| from | on | two | words |
| give | one | very | work |
| has | put | want | you |

## *Intermediate Sight Word List*

| | | | |
|---|---|---|---|
| again | could | knew | school |
| against | country | know | shoe |
| answer | danger | laugh | should |
| any | done | learn | somebody |
| anybody | double | listen | sorry |
| anywhere | early | live | such |
| aunt | eight | love | sure |
| beautiful | enough | many | their |
| beauty | eyes | most | thought |
| become | father | mother | through |
| been | few | move | touch |
| both | find | Ms. | uncle |
| build | four | much | view |
| business | friends | nothing | war |
| busy | gone | often | watch |
| buy | great | once | where |
| Christmas | group | only | which |
| city | heard | other | whole |
| color | hour | people | whose |
| comb | kind | says | world |

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## *Advanced Sight Word List*

| | | | |
|---|---|---|---|
| ache | earth | mountain | steak |
| aisle | error | natural | stomach |
| although | example | nobody | straight |
| among | February | ocean | strength |
| ancient | foreign | orange | sure |
| angel | front | ought | sword |
| area | ghost | picture | thorough |
| avenue | golf | physical | though |
| bicycle | great | physician | tongue |
| bouquet | half | piece | tough |
| break | height | plaid | toward |
| breakfast | honest | prove | trouble |
| choir | hymn | rhyme | truth |
| climb | iron | rhythm | Tuesday |
| clothes | island | rough | usual |
| colonel | juice | scene | usually |
| cough | length | sew | vague |
| cousin | liquor | soldier | Wednesday |
| debt | measure | soul | yacht |
| door | minute | sponge | young |

### *Four of the Hardest Words to Learn by Sight in English.*

**though** **through**

**thought** **thorough**


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These 100 words (including their variations) make up about 50 percent of all written material in English. The words are ranked in order of frequency of occurrence. The words can be used on flash cards and in sentences to facilitate learning.

| | | | |
|---|---|---|---|
| 1. the | 26. or | 51. will | 76. number |
| 2. of | 27. one | 52. up | 77. no |
| 3. and | 28. had | 53. other | 78. way |
| 4. a | 29. by | 54. about | 79. could |
| 5. to | 30. words | 55. out | 80. people |
| 6. in | 31. but | 56. many | 81. my |
| 7. is | 32. not | 57. then | 82. than |
| 8. you | 33. what | 58. them | 83. first |
| 9. that | 34. all | 59. these | 84. water |
| 10. it | 35. were | 60. so | 85. been |
| 11. he | 36. we | 61. some | 86. called |
| 12. was | 37. when | 62. her | 87. who |
| 13. for | 38. your | 63. would | 88. oil |
| 14. on | 39. can | 64. make | 89. its |
| 15. are | 40. said | 65. like | 90. now |
| 16. as | 41. there | 66. him | 91. find |
| 17. with | 42. use | 67. into | 92. long |
| 18. his | 43. an | 68. time | 93. down |
| 19. they | 44. each | 69. has | 94. day |
| 20. I | 45. which | 70. look | 95. did |
| 21. at | 46. she | 71. two | 96. get |
| 22. be | 47. do | 72. more | 97. come |
| 23. this | 48. how | 73. write | 98. made |
| 24. have | 49. their | 74. go | 99. may |
| 25. from | 50. if | 75. see | 100. part |



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***Contractions are two words combined together with an apostrophe substituting for part of one of the words.***

Our spoken language uses shortcuts and simplified forms. Contractions are an example of what happens when we do that. Adult new readers will use contractions as a natural part of their spoken vocabulary and will see them in print.

Contractions are two words combined together with an apostrophe substituting for part of one of the words.

**do + not = don't** **we + are = we're**

## *Common Contractions*

| Standard Form | Contraction | Usage |
|---|---|---|
| **am** | | |
| I am | I'm | I'm going shopping. |
| **are** | | |
| we are | we're | I think we're done. |
| you are | you're | You're the greatest. |
| they are | they're | They're in my group. |
| **is** | | |
| he is | he's | I know he's working. |
| she is | she's | She's got blue eyes. |
| it is | it's | It's not the one I wanted. |
| what is | what's | What's for lunch? |
| that is | that's | She knows that's right. |
| who is | who's | Who's at the door? |
| there is | there's | I think there's time. |
| here is | here's | Here's Johnny! |
| **us** | | |
| let us | let's | Let's buy apples! |


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| Standard Form | Contraction | Usage |
|---|---|---|
| **would** | | |
| I would | I'd | I'd like a new car. |
| you would | you'd | I knew you'd be great. |
| he would | he'd | She wishes he'd leave. |
| she would | she'd | She'd better not cry. |
| we would | we'd | We'd like to order pizza. |
| they would | they'd | I bet they'd know my mom. |
| **have** | | |
| I have | I've | I think I've got it! |
| you have | you've | You've got nice legs. |
| we have | we've | He said we've got to go. |
| they have | they've | They've got two children. |
| **not** | | |
| can not | can't | I can't find my hat. |
| do not | don't | Don't go outside. |
| is not | isn't | It isn't cold today. |
| will not | won't | They won't like garlic. |
| should not | shouldn't | You shouldn't bite your nails. |
| could not | couldn't | Couldn't you find the street? |
| would not | wouldn't | I wouldn't ride in a plane. |
| are not | aren't | Aren't you Joan Collins? |
| does not | doesn't | It doesn't fit anymore. |
| was not | wasn't | I wasn't at work yesterday. |
| were not | weren't | Weren't you at the concert? |
| has not | hasn't | It hasn't rained in days. |
| must not | mustn't | You mustn't be late. |
| did not | didn't | She didn't like his attitude. |
| **will** | | |
| I will | I'll | I'll see you in the morning. |
| you will | you'll | I know you'll be fine. |
| she will | she'll | She'll be home at 5:00. |
| he will | he'll | You know he'll drive safely. |
| it will | it'll | It'll be yellow. |
| we will | we'll | We'll get the right movie. |
| they will | they'll | She said they'll find it. |
| that will | that'll | That'll be $10.99. |



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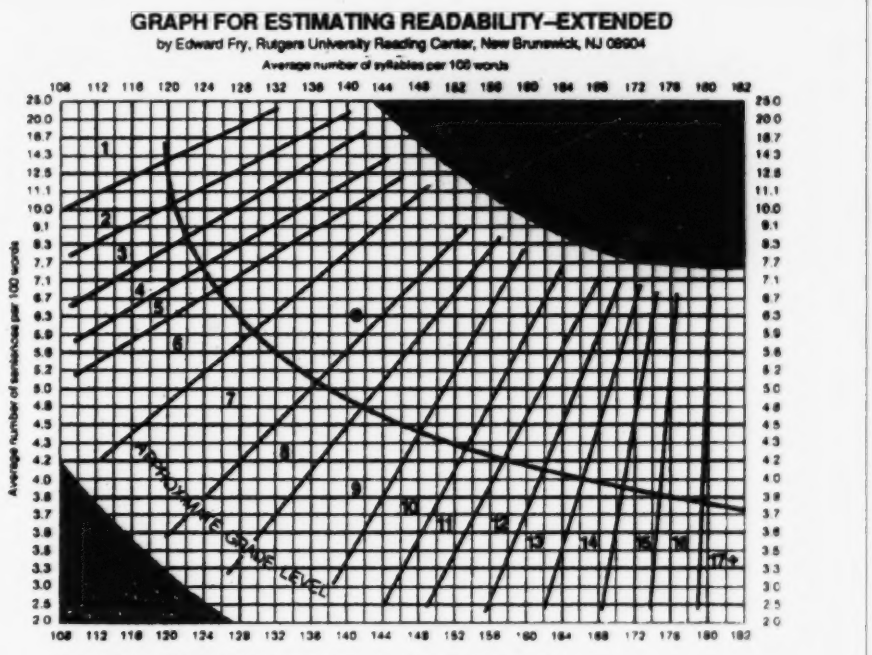
GRAPH FOR ESTIMATING READABILITY–EXTENDED
by Edward Fry, Rutgers University Reading Center, New Brunswick, NJ 08904
Average number of syllables per 100 words
Average number of sentences per 100 words
GRAPH ONE GRADE LEVEL
17+

READABILITY 7th Grade (see dot plotted on graph)

Randomly select 3 one-hundred word passages from a book or an article. Plot the average number of syllables and average number of sentences per 100 words on the graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readibility. Few books will fall in the gray area, but when they do, grade scores are invalid.

Count proper nouns, numerals, and initializations as words. Count a syllable for each symbol. For example, 1943 is 1 word and 4 syllables and ERA is 1 word and 3 syllables.

**EXAMPLE:**

| | SYLLABLES | SENTENCES |
|---|---|---|
| 1st Hundred Words | 124 | 6.6 |
| 2nd Hundred Words | 141 | 5.5 |
| 3rd Hundred Words | 158 | 6.8 |
| Average | 141 | 6.3 |

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## *Directions for Using the Readability Graph*

1. Randomly select three samples passages and count out exactly 100 words.

   Begin at the beginning of a sentence.

   Do count proper nouns, initializations, and numerals.

2. Count the number of sentences in the 100 words, estimating the length of the fraction of the last sentence to the nearest tenth.

3. Count the total number of syllables in the 100-word passage. An easy way is simply to put a mark above every syllable over one in each word. When you get to the end of the passage, count the number of marks and add 100.

4. Enter the graph with average sentence length and average number of syllables; plot the dot where the two lines intersect. The area where the dot is placed will give you the approximate grade level.

5. If a great deal of variability is found in the syllable count or sentence count, use more than three samples for your average.

### NOTE:

A **word** is defined as a group of symbols with a space on either side. **John**, **EPA**, **1972**, and **&** are each one word.

A **syllable** is defined as a phonetic syllable. Usually, there are as many syllables as vowel sounds. For example, **hopped** is one syllable and **needed** is two syllables.

When counting syllables for numerals and initializations, count one syllable for each symbol. For example, **1917** is four syllables, **RBI** is three syllables.



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# Appendix P: Manuscript Alphabet

*These examples of manuscript letters are in the traditional format for printing.*

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo

Pp Qq Rr Ss

Tt Uu Vv Ww

Xx Yy Zz



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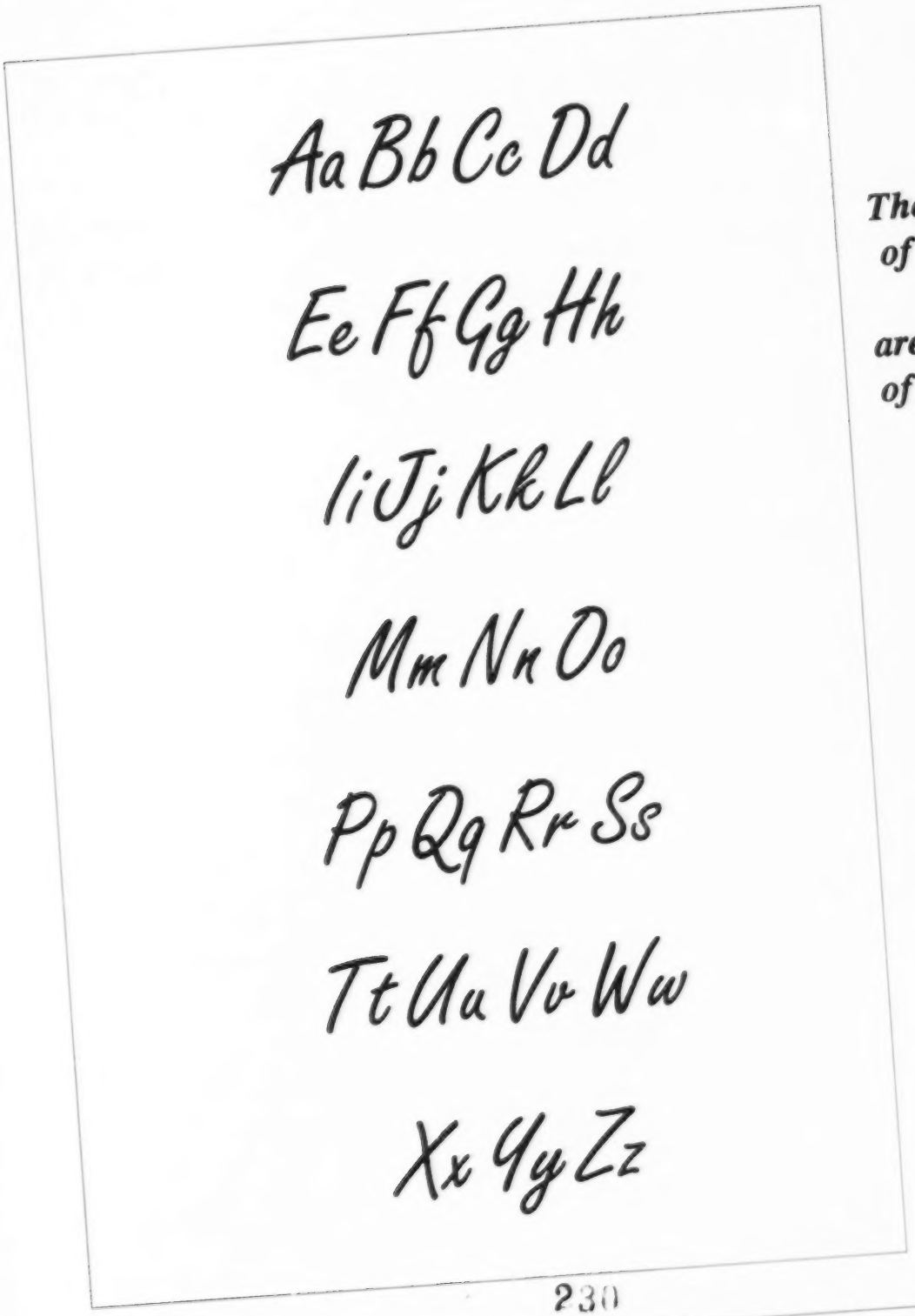


***These examples of manuscript letters are more typical of adult writers.***



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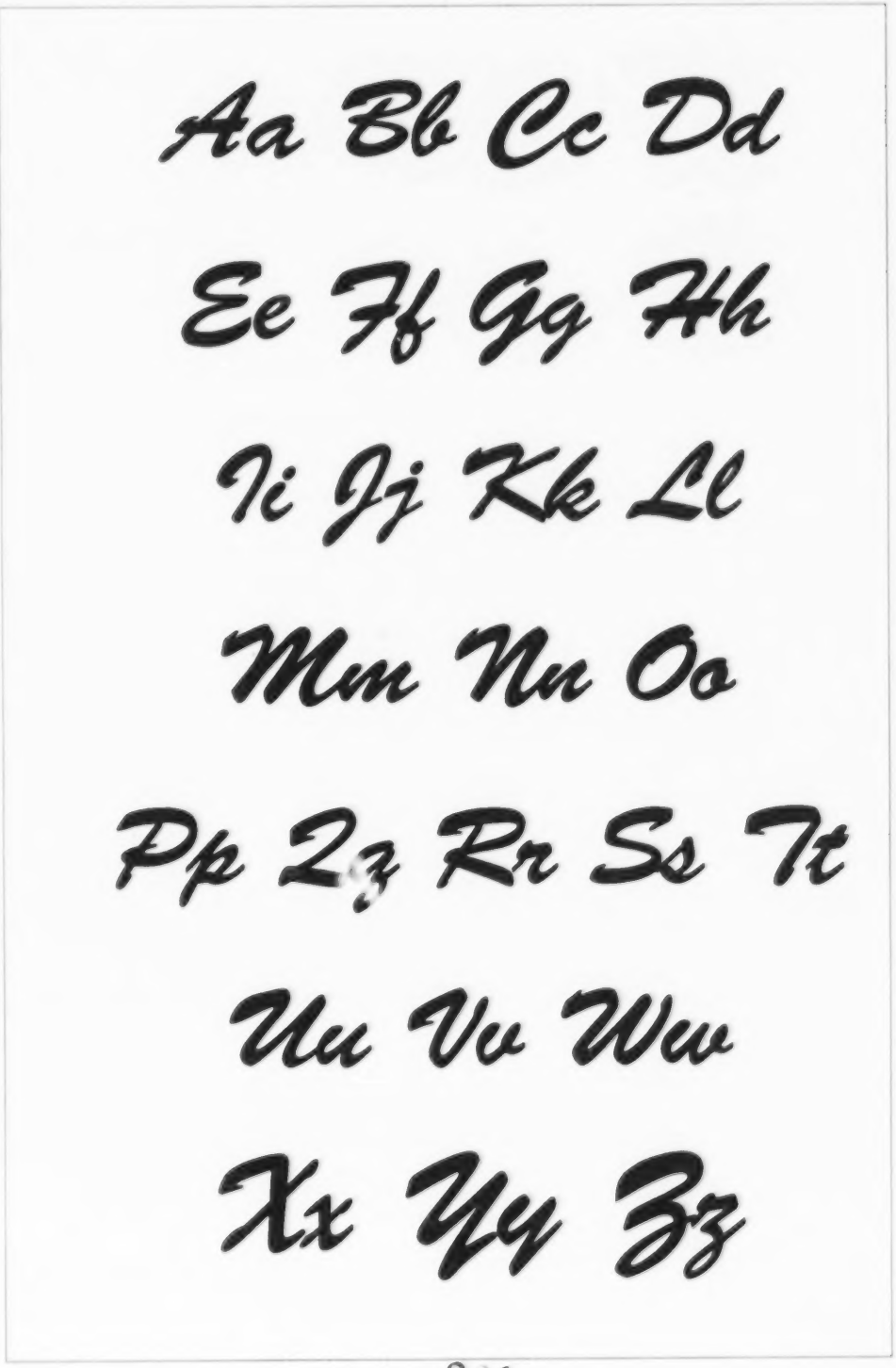
*These examples of cursive letters are more typical of adult writers.*





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ADULTS ONLY
ANTIDOTE

BEWARE
BEWARE OF THE DOG
BUS STATION

CAUTION
CLOSED
COMBUSTIBLE
CONDEMNED
CONTAMINATED

DEEP WATER
DENTIST
DON'T WALK
DO NOT CROSS
DO NOT CROWD
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAME
DOCTOR (DR.)
DOWN

DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMPLOYEES ONLY
ENTRANCE
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FALLOUT SHELTER
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FOUND
FRAGILE

GAS
GASOLINE
GATE
GENTLEMEN

HANDLE WITH CARE
HANDS OFF



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# Appendix S: Wilson's Essential Word List

HELP
HIGH VOLTAGE
HOSPITAL

IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS

KEEP AWAY
KEEP OUT
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)

LADIES
LIVE WIRES
LOST

MEN

NEXT (WINDOW) (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO MINORS
NO SMOKING
NO SPITTING
NO TOUCHING
NO TRESPASSING
NOT FOR INTERNAL USE
NOXIOUS
NURSE
NO SMOKING AREA
NO STANDING

OFFICE
OPEN
OUT
OUT OF ORDER

POISON
POISONOUS
POLICE (STATION)
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY


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PULL
PUSH
PLAYGROUND

RESTROOMS
RIGHT

SAFETY FIRST
SHALLOW WATER
SHELTER
SMOKING PROHIBITED
STEP DOWN
STEP UP

TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP

UP
USE BEFORE (DATE)

VIOLATORS WILL BE
PROSCECUTED

WALK
WANTED
WARNING

WATCH YOUR STEP
WET PAINT
WOMEN



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# Appendix T: Driving Survival Words

ALL CARS (TRUCKS) STOP
ASK ATTENDANT FOR KEY

BEWARE OF CROSS WINDS
BRIDGE OUT
BUS ONLY

CAUTION
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALK (DRIVE)
DO NOT ENTER
DRIFTING SAND (SNOW)
DRIVE SLOW

EMERGENCY VEHICLES ONLY
END 45
END CONSTRUCTION
ENTRANCE
EXIT ONLY
EXIT SPEED 30

FALLING ROCKS
FLOODED
FLOODS WHEN RAINING
FOUR WAY STOP
FREEWAY

GARAGE
GATES
GO SLOW

HOSPITAL ZONE

INSPECTION STATION

JUNCTION 101A

KEEP TO LEFT (RIGHT)

LANE ENDS
LAST CHANCE FOR GAS

MERGE
MERGE LEFT (RIGHT)

NO STANDING
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN
NO RIGHT TURN ON RED
NO STANDING


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NO STOPPING
NO TURNS
NO "U" TURN
NOT A THROUGH STREET

ONE WAY - DO NOT ENTER
ONE WAY STREET

PEDESTRIANS PROHIBITED
PAVEMENT ENDS
PROCEED AT YOUR OWN RISK
PRIVATE ROAD

R.R.
RAILROAD CROSSING
RESUME SPEED
RIGHT LANE MUST TURN
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIPPERY WHEN WET
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT
SPEED CHECKED BY RADAR
STEEP GRADE
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR

TAXI STAND
THIS LANE MAY TURN RIGHT
THIS LANE ENDS
THIS ROAD PATROLLED BY AIRCRAFT
THREE WAY LIGHT
TURN OFF 1/2 MILE
TURN OFF
TRAFFIC CIRCLE
TRUCK ROUTE

WATCH FOR FLAGMAN
WATCH FOR LOW FLYING AIRCRAFT
WINDING ROAD
UNLOADING ZONE
USE LOW GEAR

YIELD
YIELD RIGHT OF WAY



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# Appendix U: Selected Publishers of Adult Materials

**Barnell Loft, Ltd.**
958 Church Street
Baldwin, New York 11510
(800) 645-6505

**Cambridge Book Company**
888 Seventh Avenue
New York, New York 10106
(800) 526-0485

**Contemporary Books, Inc.**
180 North Michigan Ave.
Chicago, Illinois 60601
(312) 782-9181

**Fearon Education**
David S. Lake Publishers
19 Davis Drive
Belmont, California 94002
(415) 592-7810

**Globe Book Company**
50 West 23rd. Street
New York, New York 10010
(212) 206-8795

**Jamestown Publishers**
P.O. Box 9168
Providence, Rhode Island 02940
(800) 872-7323

**Janus Book Publishers**
2501 Industrial Parkway West
Haywood, California 94545
(800) 227-2375

**Literacy Volunteers of America**
5795 Widewater Parkway
Widewaters 1 Office Building
Syracuse, New York 13214
(315) 445-8000


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**Longman Inc.**
95 Church Street
White Plains, New York 10601
(914) 993-5000

**Michigan Products, Inc.**
1200 Keystone Avenue
P.O. Box 24155
Lansing, Michigan 48909-4155
In Michigan (800) 292-1773
Outside Michigan (800) 525-8459

**Modern Curriculum Press**
13900 Prospect Road
Cleveland, Ohio 44136
(800) 982-8319

**New Readers Press**
P.O. Box 131
Syracuse, New York 13210
(800) 448-8878

**Richards Publishing**
P.O. Box 66
Phoenix, New York 13135
(315) 695-7261

**Scott Foresman and Company**
1900 East Lake Avenue
Glenview, Illinois 60025
(800) 323-5482

**Steck-Vaughn Company**
P.O. Box 26015
Austin, Texas 78755
(800) 531 5015



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Adult reader characteristics ..... 21, 24
Advanced Student - Maria .....
23,28,106,120-121,122,137,148,175
Checklist of Skills ..... 178
Guided Writing ..... 120-122
Placement Results ..... 175
Sample Lesson Plan ..... 148
Spelling Checklist ..... 108
Word Identification Skills ..... 72
Word Families ..... 208-218
Sight Words ..... 228

Auditory Learners ..... 26

Beginning Student - Don .....
22,29,97,103,122,136,146,173
Checklist of Skills ..... 176
Guided Writing ..... 116-117
Placement Results ..... 173
Sample Lesson Plan ..... 146

Word Identification Skills ..... 72
Word Families ..... 192-197
Sight Words ..... 227

Blends ..... 80,187-190

Certificates ..... 150-152

Compound Words ..... 91,94,219-222

Comprehension ..... 38-39,42

Consonants ..... 74-76,184-191

Contacting Student ..... 138

Contractions ..... 94,230-231

Creating Text ..... 97-129
Penmanship ..... 101-106,150,234-236
Spelling Stategies
Cloze Procedure (#26) ..... 114
Hangman (#25) ..... 113
Recorded Spelling (#21) ..... 109
Scrabble (#31) ..... 123
Spelling Patterns (#22) ..... 110
Three Steps to Spelling (#24) ..... 112
Ways to Practice (#23) ..... 111
Writing Strategies
Filling in the Comics (#33) ..... 125
Guided Writing - Beginning (#27) ..... 116
Guided Writing - Intermediate (#28) ..... 118
Guided Writing - Advanced (#29) ..... 120
Keeping a Journal (#32) ..... 124
Scrabble (#31) ..... 123
Written Conversation (#35) ..... 127

Cursive Writing ..... 101,104-106,177-178,236

Digraphs ..... 81-82,191

Driving Survival Words (see Survival Words)

Dyslexia ..... 31

English as a Second Language ..... 32-34,43,94

Everyday Materials ..... 143

First Meeting with Student ..... 139-140

Flash Cards .. 62-63,73-75,82,88-89,122,139,191

Guided Writing ..... 116-121

Handwriting (see Creating Text - Penmanship)

Hearing Problems ..... 28

Homework (Extra work) ..... 150,146-148

Hundred Most Frequent Words .....
72,108,176-178,229

Illiteracy, Scope of the Problem ..... 12-13

Intermediate Student - Eddie .....
23,63,105,122,137,147,174
Checklist of Skills ..... 177
Guided Writing ..... 118-119
Placement Results ..... 174
Sample Lesson Plan ..... 147
Spelling Checklist ..... 108
Word Identification Skills ..... 72
Phonics ..... 80-82
Word Families ..... 198-214
Sight Words ..... 227,229

Journal ..... 124,150

Keys (see Word Identification Skills)

Kinesthetic Learners ..... 26

Language Experience Activities .....
62-63,97,115-121,122,146,148

Learning Disabilities (also see dyslexia) ..... 30

Learning Styles ..... 25-27

Lesson Planning ..... 140,141,144-149

Literacy (definition) ..... 11,14

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Manuscript Writing
(see Creating Text - Penmanship)

Materials ..... 141-143

Memo to Tutors ..... 156

Newspapers ..... 143,146

Phonics ..... 74-87

Plan of Action ..... 161

Praise ..... 150-151

Prediction ..... 45,52,53,54-55,58,61,64

Prior Knowledge ..... 14-15,39-42,52,53,54-55,58,62-63,64

Prefixes ..... 91,178

Printing (see Creating Text - Penmanship)

Publishers ..... 242-243

Reading ..... 37-42
- Strategies ..... 43-65
  - Don't Get Lost (#16) ..... 60
  - Echo Reading (#4) ..... 47
  - Fill in the Blanks (#17) ..... 61
  - I Think That (#2) ..... 45
  - Just Hummin' Along (#7) ..... 50
  - Language Experience (#18) ..... 62
  - Let's Find Out (#9) ..... 52
  - Let's Try It Again (#6) ..... 49
  - Mapping - Post Reading (#20) ..... 65
  - Mapping - Pre Reading (#19) ..... 64
  - Questioning Partners (#13) ..... 57
  - Reading Together (#3) ..... 46
  - Road Map for Reading Enjoyment (#10) 53
  - Skip, Guess, Sound, Ask (#1) ..... 44
  - SQ4R (#14) ..... 58
  - Story Map (#15) ..... 59
  - Summary Reading (#12) ..... 56
  - Taped Readings (#5) ..... 48
  - Tell Me What You've Read (#8) ..... 51
  - Word Web (#11) ..... 54

Readability Scale ..... 232-233

Sight Words ..... 73,227-228

Spelling ..... 107,168-170
- Spelling Checklist ..... 108
- Strategies (see Creating Text)

Survival Words ..... 234-241
- Driving ..... 240-241

Syllables ..... 91-93,95,223-226

Tactile Learner ..... 27

Vision Problems ..... 29

Visual Learners ..... 26

Vowels ..... 83-87

Where to Start ..... 160,162-171
- Checklist of Skills ..... 176-178
- Placement Results ..... 172-175

Wilson's Essential Words ..... 237-240

Word Families ..... 88-90,110,122,192-218

Word Identification Skills ..... 70-71
- Checklist ..... 72
- Compound Words ..... 94,219-222
- Phonics ..... 74-87,184-191
- Word Families ..... 88-90,192-218

- Sight Words ..... 73,227-228,229
- Syllables ..... 91-93,95,223-226
- Wilson's Essential Words ..... 237-240

Word Lists ..... 79,184-231

Writing (see Creating Text)



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# Guide for Using *Where to Start*

The *Where to Start* Placement Guide for LITSTART contains five components:

- Informal Interview
- Reading Selections
- Writing Exercise
- Spelling Exercise
- Letter Identification

The purpose of *Where to Start* is to place your student at the beginning, intermediate, or advanced level. It is not designed to give you a grade level. It will help you and your student make some decisions about the student's interests and reading level in order to maximize the effectiveness of the lesson.

**Placement Guide** (yellow) is to be used for initial placement.
**Progress Check** (blue) is to be used for checking progress.

**1. Informal Interview** (Begin here)

Ask the questions in a slow, relaxed manner. Let the student know that you are taking notes to help you remember what is said.

After the Informal Interview, if your student reads a little, begin with Passage 1. If your student is a total nonreader, try the **Letter Identification** section and then quit. Your student is at the beginning level.

The answers to these questions may give you an idea of your student's reading level. It will help you select materials appropriate to the student's interests and experience. These questions asked later could show a change in your student's reading habits as your lessons progress.

**2. Reading Selections**

*Passage 1*

If your student can read this passage with little or no problem and remembers key ideas, go on to Passage 2.

If your student had difficulty with the passage, the student is at the beginning level. You may wish to do the **Letter Identification** exercise.

*Passage 2*

If your student can read this passage with little or no problem and remembers key ideas, go on to Passage 3.

If your student had difficulty with the passage, the student is at the beginning to intermediate level. Proceed to the **Writing** exercise.

*Passage 3*

If your student can read this passage with little or no problem and remembers key ideas, go on to Passage 4.

If your student had difficulty with the passage, the student is at the intermediate level. Proceed to the **Writing** exercise.

*Passage 4*

If your student had difficulty with the passage, the student is at the intermediate to advanced level.

If the student had no difficulty with the passage, the student is probably at the advanced level. Proceed to the **Writing** exercise. You will want to do the **Spelling** exercise with the advanced student during the first session.

### 3. Writing

The focus of the **Writing** exercise is to determine if the student can write familiar information in a legible manuscript or cursive form. If the student has difficulty with the form, help the student complete the form. DO NOT attempt the **Spelling** exercise.

### 4. Spelling

This exercise is to be used to help you determine your student's spelling needs. It is an optional exercise for the first meeting. Your student may wish to use it during session 2 or session 3. If your student is a very beginning student, ***it should not be used***.

### 5. Letter Identification

This exercise is to be used with nonreaders and students who have difficulty with Passage 1. Start at the top row and go across each row, asking the student to tell you the names of the letters. Circle all the letters that the student identifies correctly.

If the student is able to identify all the letters, you may wish to have the student try to give you the sounds of the letters.

# LITSTART

## *Where to Start*

*Placement Guide*

*for*

**Name** **Date**

Michigan Literacy, Inc.
c/o Library of Michigan
717 W. Allegan
Lansing, MI 48909
(517) 373-4451

# Informal Interview

1. What things are you comfortable reading now?

2. Do you read or write at work? At home?
   With your children?

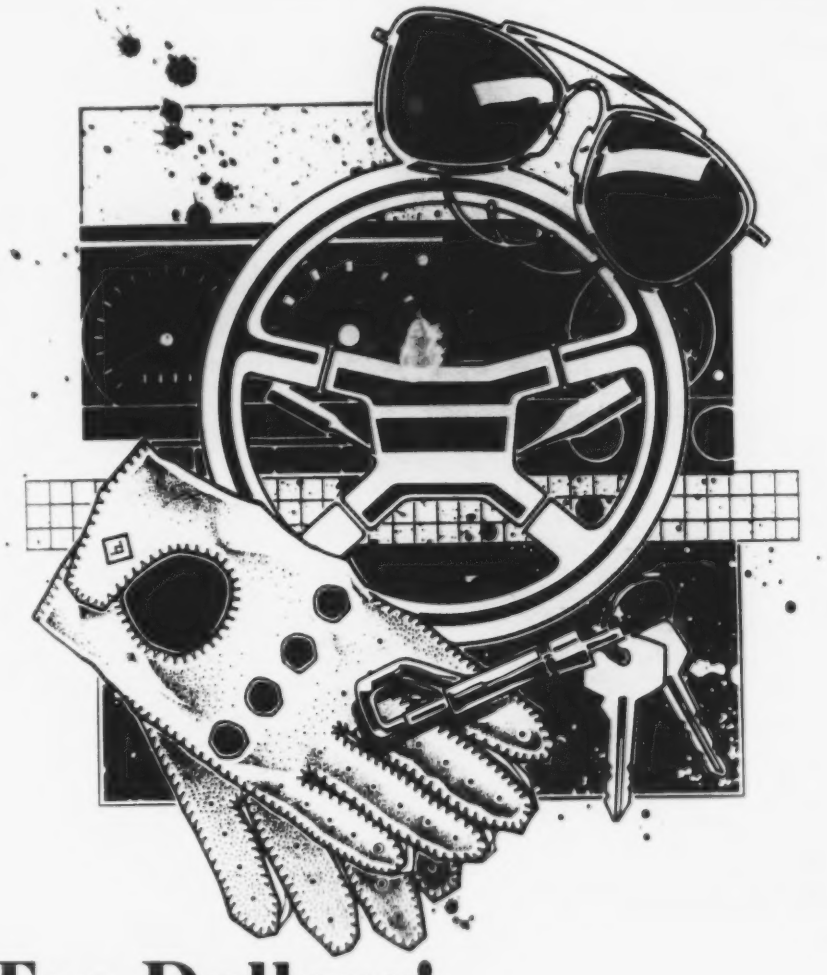
3. When you get stuck on a word when reading, what do you do?

4. What are your hobbies or special interests?

5. What are you good at?

6. What do you want to learn how to read?

7. What do you need to learn to read and write?

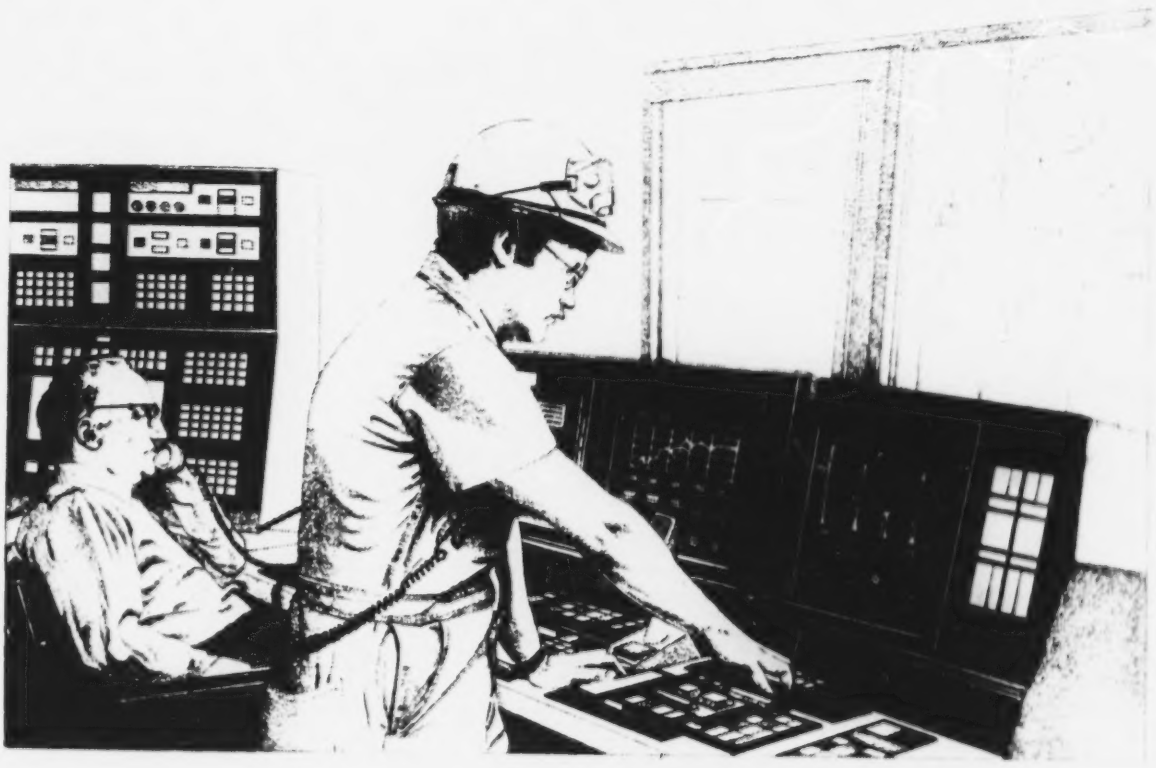


# Ten Dollars!

Tim has a new car.
It is blue and white.
He drives it to work.
It uses a lot of gas.
Tim buys gas each week.
He needs ten dollars for gas.

# At the Beach

What do you do in the summer?
I like to go to the beach and enjoy the sun.
Last summer I learned how to wind surf.
I spent many days on the water,
surfing with my friends.
That is how I got so badly sunburned.
This year I will be more careful.



# Moving Ahead

John was so excited. He was to be in the company's new computer training program. The company would be training six employees. He was number three on the list. John made sure that he would be successful. He spent his lunch hour, each day, studying a long list of computer words. John decided that there was no way he was going to fail. He had worked hard to get this chance.

# The Big Fire

Denise could hear the sirens on the fire trucks as she raced out of her apartment building. Smoke was billowing out of the windows of the big, yellow house across the street. The firemen were connecting the hoses to the fire hydrant. All of a sudden, water began to shoot out of the nozzle on the end of the hose. As the water struck the house, black smoke filled the sky. The fire marshal warned everyone to stand back. Soon the fire was extinguished. All that was left of the house was a pile of debris.

# ABC

The exercise is designed to help you determine your student's spelling needs.

- Pronounce each word clearly.
- Give the word in a sentence.
- Repeat the word.
- Have the student write the word.

**STOP** when your student misses three words in a row, or becomes frustrated.

| | | | |
|---|---|---|---|
| 1. | cat | A cat makes a nice pet. | cat |
| 2. | man | The man is smiling. | man |
| 3. | ten | I have ten fingers. | ten |
| 4. | mop | Please mop the floor. | mop |
| 5. | fit | It is important to keep fit. | fit |
| 6. | chin | The ball hit me on the chin. | chin |
| 7. | will | What time will you arrive? | will |
| 8. | pick | Pick up my suit from the cleaners. | pick |
| 9. | tax | How much is the sales tax? | tax |
| 10. | cash | Can you cash my check? | cash |
| 11. | band | My son plays in the band. | band |
| 12. | pump | I need to pump some gas. | pump |
| 13. | still | John is still here. | still |
| 14. | think | What do you think about that? | think |
| 15. | lunch | I had a sandwich for lunch. | lunch |

| | | | |
|---|---|---|---|
| 16. | cake | I ate the chocolate cake. | cake |
| 17. | like | Do you like ice cream? | like |
| 18. | feel | I feel a little dizzy. | feel |
| 19. | coat | Don't forget to wear your coat. | coat |
| 20. | teach | Can you teach me to ice skate? | teach |
| 21. | plate | Hand me a plate. | plate |
| 22. | grow | Did you grow these tomatoes? | grow |
| 23. | clean | On Saturday I clean the house. | clean |
| 24. | toast | I like toast and jelly. | toast |
| 25. | flight | What time does your flight leave? | flight |
| 26. | farm | My mother grew up on a farm. | farm |
| 27. | girl | Who is the girl with blonde hair? | girl |
| 28. | turn | Make a left turn at the next corner. | turn |
| 29. | her | Give her the book. | her |
| 30. | third | I play third base on my baseball team. | third |
| 31. | spoon | Hand me the wooden spoon. | spoon |
| 32. | ground | I fell on the ground. | ground |
| 33. | spoil | Candy will spoil your dinner. | spoil |
| 34. | caught | I caught a big fish. | caught |
| 35. | shook | The wind shook the house. | shook |
| 36. | needed | John needed a new pair of shoes. | needed |
| 37. | running | Who is running across the field? | running |
| 38. | glasses | Please put four glasses on the table. | glasses |
| 39. | clapped | The baby clapped her hands. | clapped |
| 40. | shaving | My brother is in the bathroom shaving. | shaving |

## Types of Words

| | |
|---|---|
| 1 - 10 | Short vowel words **(B/I)** |
| 11 - 15 | Short vowel words ending with blends **(I)** |
| 16 - 20 | Long vowel words **(I)** |
| 21 - 25 | Long vowel words with blends **(I/A)** |
| 26 - 30 | Words with R-controlled vowels **(I)** |
| 31 - 35 | Words with other vowels **(A)** |
| 36 - 40 | Endings **(I/A)** |

**B** = Beginning **I** = Intermediate **A** = Advanced

# Writing

Sign Your Name Here_____

Please complete the following form:

Name_____

Address_____

City_____State_____Zip Code_____

Telephone Number_____

# Spelling

| | | | |
|---|---|---|---|
| 1. _____ | 11. _____ | 21. _____ | 31. _____ |
| 2. _____ | 12. _____ | 22. _____ | 32. _____ |
| 3. _____ | 13. _____ | 23. _____ | 33. _____ |
| 4. _____ | 14. _____ | 24. _____ | 34. _____ |
| 5. _____ | 15. _____ | 25. _____ | 35. _____ |
| 6. _____ | 16. _____ | 26. _____ | 36. _____ |
| 7. _____ | 17. _____ | 27. _____ | 37. _____ |
| 8. _____ | 18. _____ | 28. _____ | 38. _____ |
| 9. _____ | 19. _____ | 29. _____ | 39. _____ |
| 10. _____ | 20. _____ | 30. _____ | 40. _____ |

# Letter Identification

| | | | |
|---|---|---|---|
| b | p | s | z |
| t | d | f | v |
| m | n | g | k |
| j | c | w | h |
| r | l | y | x |
| qu | sh | ch | th |

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a e i o u